Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update	
GOAL 4: Teacher Education and Professional Development			
Direct Measure of the Goal: Teacher Education			
• Percentage of public secondary school teachers who held (1991, 1994):[11]			
– an undergraduate or graduate degree in their main teaching assignment	64%	59%	ns
– a teaching certificate in their main teaching assignment	97%	95%	ns
Direct Measure of the Goal: Professional Development			
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]			
– uses of educational technology	38%	—	
– methods of teaching subject field	59%	—	
– in-depth study in subject field	27%	—	
– student assessment	50%	—	
Direct Measure of the Objectives: Teaching Diverse Student Populations			
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	10%	—	
Direct Measure of the Objectives: Teacher Support			
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	16%	21%	ns
GOAL 5: Mathematics and Science			
Direct Measure of the Goal: International Student Achievement Comparisons			
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]			
Taiwan=41% Korea=37% Switzerland=33%	31%	—	
Direct Measures of the Objectives: Strengthening Mathematics and Science Education			
• Percentage of public school 8th graders (1992):[16]			
a) whose teachers reported that they do these activities in mathematics class:			
– work in small groups at least once a week	69%	—	
– work with measuring instruments or geometric solids at least once a week	13%	—	

— Data not available.
ns Interpret with caution. Change was not statistically significant.

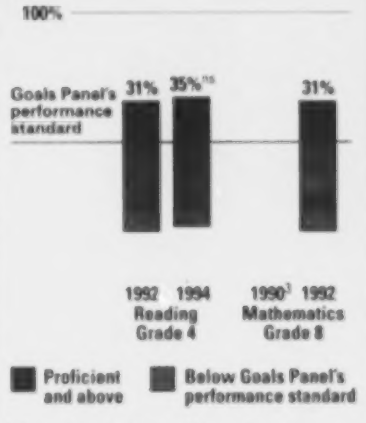
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

MAINE

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)

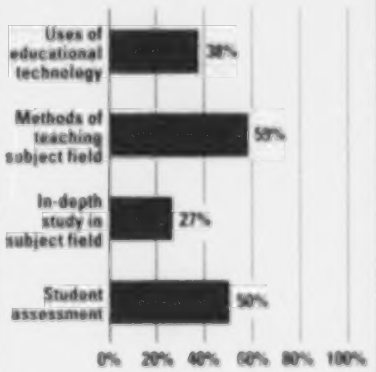


[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
[3] Data not available.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)

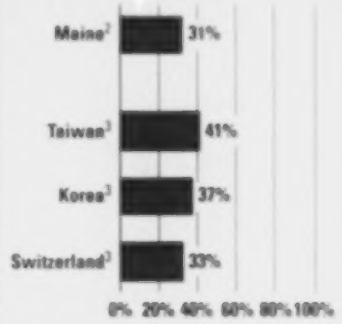


Source: National Center for Education Statistics and Westat, Inc., 1995

MAINE

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 4 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	46%	—
– developing reasoning ability to solve unique problems	50%	—
– communicating mathematics ideas	34%	—
c) who have computers available in their mathematics classroom	19%	—
d) who use calculators in mathematics class at least once a week	79%	—
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	49%	49%
– minorities (Blacks, Hispanics, American Indians)	64%	46%
– females	45%	44%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	82%	86%
b) voting	67%	75%
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	48%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

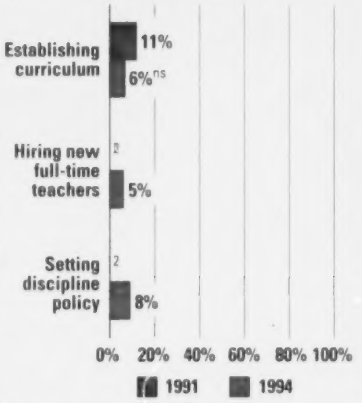
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1990, 1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	—	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	9%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	23%	40%
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	21%	17% ns
– public school principals	10%	5% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	11%	6% ns
– hiring new full-time teachers (1994)	*	5%
– setting discipline policy (1994)	*	8%

MAINE

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
[2] Data not reported due to small sample size.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

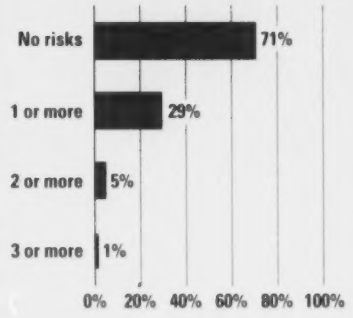
— Data not available
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

MARYLAND

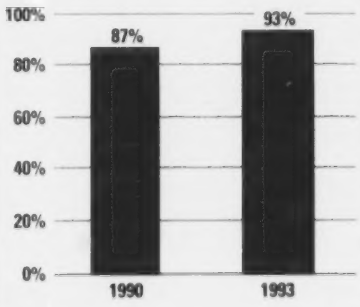
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	78	83
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	835	850
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	31%	29%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	79%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	34	38
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	87%	93%
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	21%	22% ns
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	19%	—
– Grade 8 (1990, 1992)	20%	24% ns
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	22	29
– Mathematics	15	19
– Science	15	21
– Foreign languages	8	9
– Civics and government	4	5
– Economics	1	2
– Fine arts	2	2
– History	22	25

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

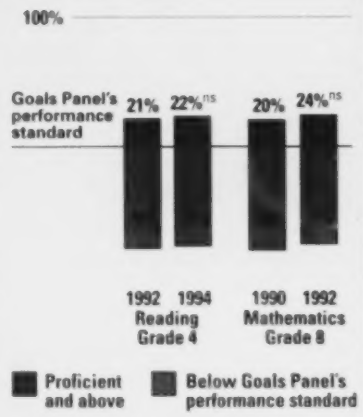
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	70%	72% ns
– a teaching certificate in their main teaching assignment	96%	95% ns
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	49%	—
– methods of teaching subject field	65%	—
– in-depth study in subject field	24%	—
– student assessment	56%	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	16%	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	32%	28% ns
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	24%	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	56%	57% ns
– work with measuring instruments or geometric solids at least once a week (1992)	6%	—

MARYLAND

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)

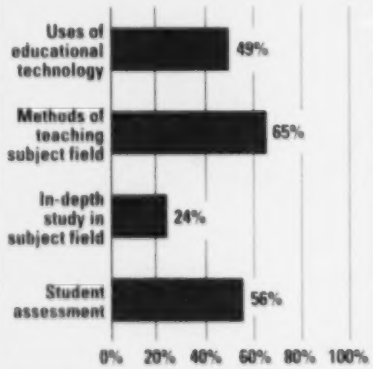


[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

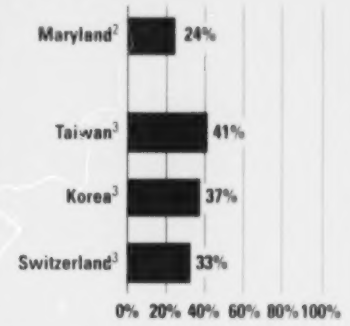
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

MARYLAND

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 3 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update	
Mathematics and Science (continued)			
b) whose mathematics teachers heavily emphasize:			
– Algebra and functions	51%	51%	
– developing reasoning ability to solve unique problems	53%	51%	ns
– communicating mathematics ideas	48%	46%	ns
c) who have computers available in their mathematics classroom	16%	19%	
d) who use calculators in mathematics class at least once a week	37%	61%	
Direct Measure of the Objectives: Degrees in Mathematics and Science			
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]			
– all students	43%	44%	
– minorities (Blacks, Hispanics, American Indians)	40%	39%	
– females	38%	39%	
GOAL 6: Adult Literacy and Lifelong Learning			
Direct Measure of the Goal: Adult Literacy			
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—	
Direct Measure of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[19]			
a) registered to vote	67%	76%	
b) voting	57%	70%	
Direct Measure of the Objectives: Postsecondary Enrollment			
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	55%	—	
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools			
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools			
At School			
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]			
– alcohol	—	—	
– marijuana	—	—	
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	—	—	

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

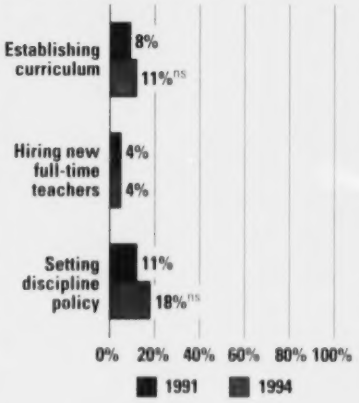
Measuring State Progress Toward the Goals and Objectives

MARYLAND

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1990, 1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	—	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	23%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	47%	62%
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	28%	29% ns
– public school principals	11%	14% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	8%	11% ns
– hiring new full-time teachers	4%	4%
– setting discipline policy	11%	18% ns

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
[ns] Interpret with caution. Change was not statistically significant.

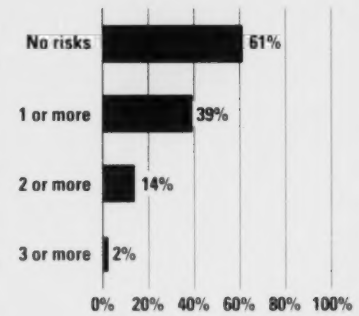
Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

MASSACHUSETTS

Measuring State Progress Toward the Goals and Objectives

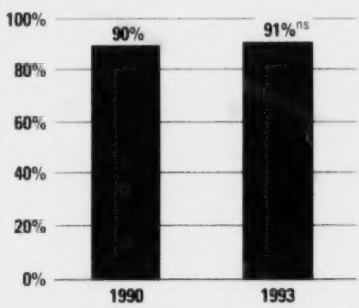
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).
[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	59	60
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	843	872
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	42%	39%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	82%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	50	55
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	90%	91% ns
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	3%	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	32%	31% ns
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	24%	—
– Grade 8 (1992)	28%	—
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	21	28
– Mathematics	16	20
– Science	14	22
– Foreign languages	9	12
– Civics and government	1	2
– Economics	2	2
– Fine arts	2	3
– History	17	22

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

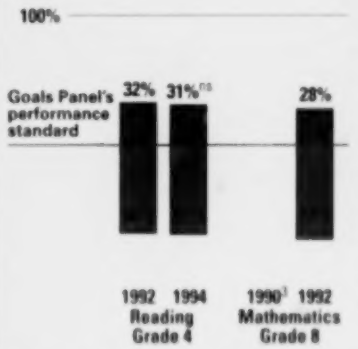
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	69%	72% ns
– a teaching certificate in their main teaching assignment	97%	94%
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	43%	—
– methods of teaching subject field	63%	—
– in-depth study in subject field	31%	—
– student assessment	45%	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	18%	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	14%	13% ns
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	28%	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	44%	—
– work with measuring instruments or geometric solids at least once a week	7%	—

MASSACHUSETTS

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)

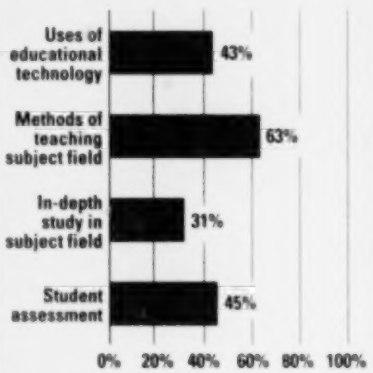


[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
[3] Data not available.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



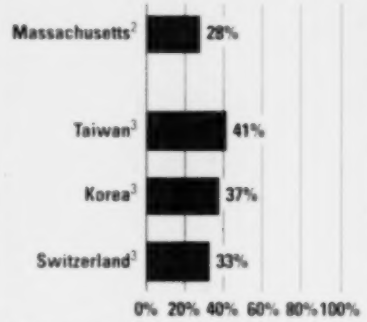
Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

MASSACHUSETTS

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 3 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	47%	—
– developing reasoning ability to solve unique problems	48%	—
– communicating mathematics ideas	44%	—
c) who have computers available in their mathematics classroom	19%	—
d) who use calculators in mathematics class at least once a week	35%	—
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	46%	44%
– minorities (Blacks, Hispanics, American Indians)	51%	49%
– females	43%	41%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	74%	77%
b) voting	67%	70%
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	60%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	5%	—
– marijuana	7%	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	31%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1990, 1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	17%	20% ns
– cocaine	2%	3% ns
b) Having five or more drinks in a row during the past 30 days	38%	28%
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	10%	—
b) Did not go to school because student did not feel safe	5%	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	9%	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	15%	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	14%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	40%	49%
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	18%	22% ns
– public school principals	9%	5% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	5%	8% ns
– hiring new full-time teachers (1994)	*	8%
– setting discipline policy	13%	24%

— Data not available
ns Interpret with caution. Change was not statistically significant.

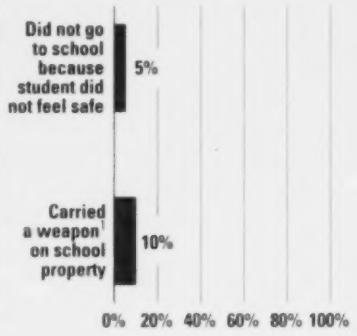
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

MASSACHUSETTS

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

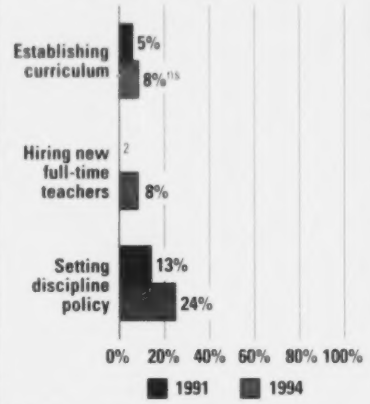


[1] Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)

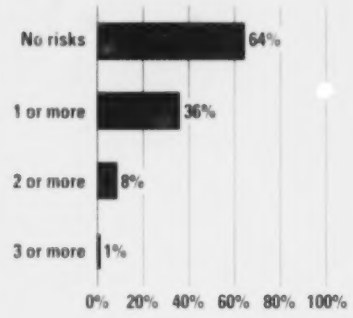


[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
[2] Data not reported due to small sample size.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

MICHIGAN

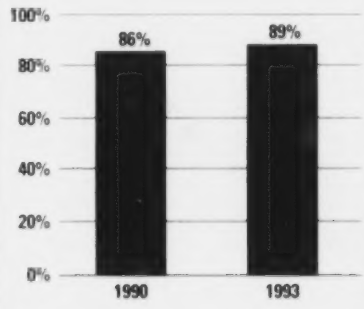
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	76	75
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	794	808
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	38%	36%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	61%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	34	39
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	86%	89%
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992)	23%	—
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	19%	—
– Grade 8 (1990, 1992)	20%	23% ns
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	14	18
– Mathematics	9	11
– Science	7	12
– Foreign languages	2	3
– Civics and government	2	3
– Economics	<1	1
– Fine arts	1	1
– History	7	8

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

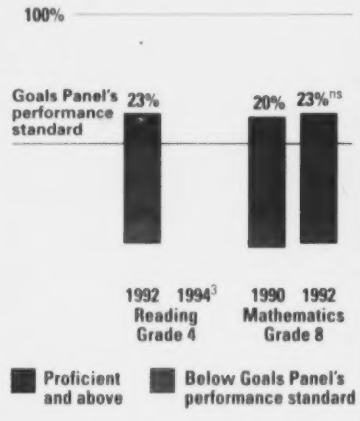
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update	
GOAL 4: Teacher Education and Professional Development			
Direct Measure of the Goal: Teacher Education			
• Percentage of public secondary school teachers who held (1991, 1994):[11]			
– an undergraduate or graduate degree in their main teaching assignment	70%	67%	ns
– a teaching certificate in their main teaching assignment	98%	99%	ns
Direct Measure of the Goal: Professional Development			
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]			
– uses of educational technology	44%	—	
– methods of teaching subject field	62%	—	
– in-depth study in subject field	26%	—	
– student assessment	53%	—	
Direct Measure of the Objectives: Teaching Diverse Student Populations			
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	14%	—	
Direct Measure of the Objectives: Teacher Support			
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	23%	27%	ns
GOAL 5: Mathematics and Science			
Direct Measure of the Goal: International Student Achievement Comparisons			
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]			
Taiwan=41% Korea=37% Switzerland=33%	23%	—	
Direct Measures of the Objectives: Strengthening Mathematics and Science Education			
• Percentage of public school 8th graders (1990, 1992):[16]			
a) whose teachers reported that they do these activities in mathematics class:			
– work in small groups at least once a week	44%	56%	
– work with measuring instruments or geometric solids at least once a week (1992)	16%	—	

MICHIGAN

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)

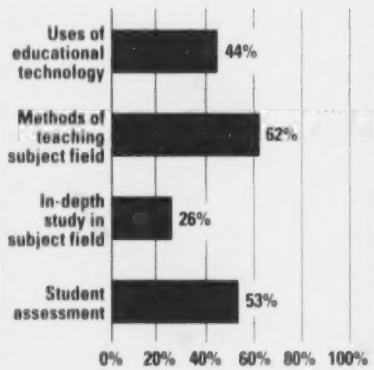


[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
[3] Data not available.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

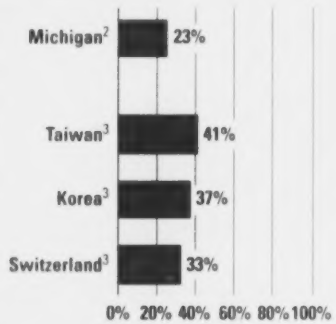
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

MICHIGAN

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 3 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update	
Mathematics and Science (continued)			
b) whose mathematics teachers heavily emphasize:			
– Algebra and functions	47%	47%	
– developing reasoning ability to solve unique problems	43%	52%	ns
– communicating mathematics ideas	35%	44%	ns
c) who have computers available in their mathematics classroom	20%	13%	ns
d) who use calculators in mathematics class at least once a week	40%	76%	
Direct Measure of the Objectives: Degrees in Mathematics and Science			
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]			
– all students	40%	41%	
– minorities (Blacks, Hispanics, American Indians)	39%	38%	
– females	35%	36%	
GOAL 6: Adult Literacy and Lifelong Learning			
Direct Measure of the Goal: Adult Literacy			
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—	
Direct Measure of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[19]			
a) registered to vote	74%	77%	
b) voting	61%	68%	
Direct Measure of the Objectives: Postsecondary Enrollment			
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	59%	—	
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools			
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools			
At School			
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]			
– alcohol	—	—	
– marijuana	—	—	
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	—	—	

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1990, 1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	—	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	13%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	38%	46%
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	25%	26% ns
– public school principals	13%	9% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	11%	8% ns
– hiring new full-time teachers	1%	3% ns
– setting discipline policy	16%	10% ns

MICHIGAN

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)

[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

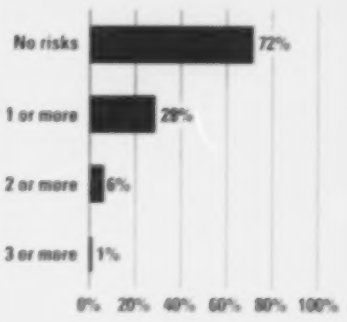
— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

MINNESOTA

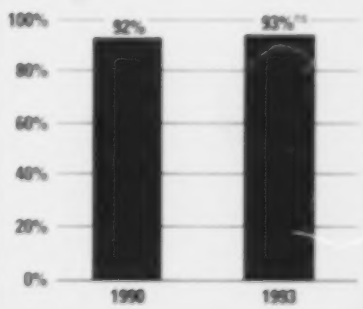
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	51	52
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	812	818
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	28%	28%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	81%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	42	49
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	92%	93% ns
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	28%	27% ns
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	27%	—
– Grade 8 (1990, 1992)	29%	37%
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	7	13
– Mathematics	5	11
– Science	2	4
– Foreign languages	1	2
– Civics and government	2	3
– Economics	1	3
– Fine arts	<1	1
– History	5	9

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

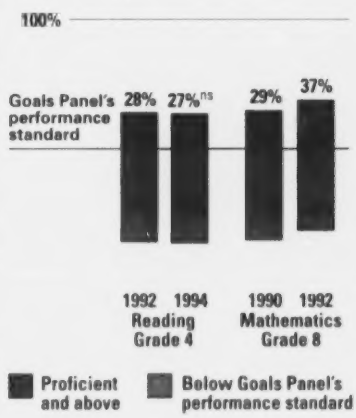
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update	
GOAL 4: Teacher Education and Professional Development			
Direct Measure of the Goal: Teacher Education			
• Percentage of public secondary school teachers who held (1991, 1994):[11]			
– an undergraduate or graduate degree in their main teaching assignment	80%	81%	ns
– a teaching certificate in their main teaching assignment	100%	98%	
Direct Measure of the Goal: Professional Development			
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]			
– uses of educational technology	54%	—	
– methods of teaching subject field	64%	—	
– in-depth study in subject field	34%	—	
– student assessment	51%	—	
Direct Measure of the Objectives: Teaching Diverse Student Populations			
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	10%	—	
Direct Measure of the Objectives: Teacher Support			
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	14%	18%	ns
GOAL 5: Mathematics and Science			
Direct Measure of the Goal: International Student Achievement Comparisons			
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]			
Taiwan=41% Korea=37% Switzerland=33%	37%	—	
Direct Measures of the Objectives: Strengthening Mathematics and Science Education			
• Percentage of public school 8th graders (1990, 1992):[16]			
a) whose teachers reported that they do these activities in mathematics class:			
– work in small groups at least once a week	43%	51%	ns
– work with measuring instruments or geometric solids at least once a week (1992)	9%	—	

MINNESOTA

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)

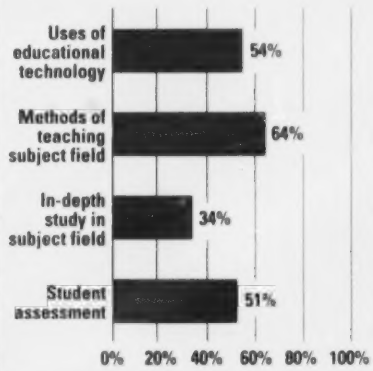


[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.

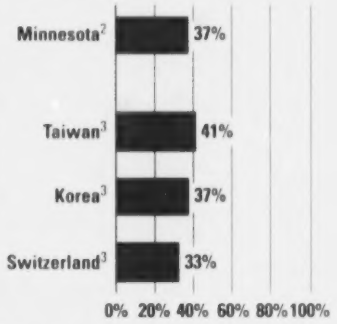
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

MINNESOTA

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 2 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update	
Mathematics and Science (continued)			
b) whose mathematics teachers heavily emphasize:			
– Algebra and functions	50%	54%	ns
– developing reasoning ability to solve unique problems	36%	46%	
– communicating mathematics ideas	29%	31%	ns
c) who have computers available in their mathematics classroom	23%	19%	ns
d) who use calculators in mathematics class at least once a week	56%	77%	
Direct Measure of the Objectives: Degrees in Mathematics and Science			
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]			
– all students	37%	37%	
– minorities (Blacks, Hispanics, American Indians)	39%	39%	
– females	33%	33%	
GOAL 6: Adult Literacy and Lifelong Learning			
Direct Measure of the Goal: Adult Literacy			
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—	
Direct Measure of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[19]			
a) registered to vote	79%	88%	
b) voting	71%	76%	
Direct Measure of the Objectives: Postsecondary Enrollment			
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	54%	—	
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools			
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools			
At School			
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]			
– alcohol	—	—	
– marijuana	—	—	
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	—	—	

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

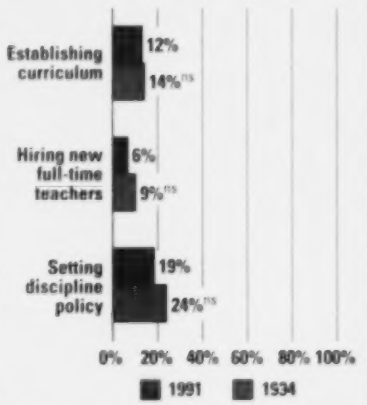
Measuring State Progress Toward the Goals and Objectives

MINNESOTA

	Baseline	Most Recent Update	
Overall			
• Percentage of public high school students who reported (1990, 1993):[23]			
a) Using the following at least once during the past 30 days:			
– marijuana	—	—	
– cocaine	—	—	
b) Having five or more drinks in a row during the past 30 days	—	—	
Direct Measures of the Goal: Schools Free of Violence and Crime			
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]			
a) Carried a weapon such as a gun, knife, or club on school property	—	—	
b) Did not go to school because student did not feel safe	—	—	
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	—	—	
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	—	—	
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	13%	—	
Direct Measure of the Goal: Disciplined Environments Conducive to Learning			
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	32%	52%	
GOAL 8: Parental Participation			
Direct Measures of the Goal: Parent-School Partnerships			
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]			
– public school teachers	13%	14%	ns
– public school principals	7%	6%	ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]			
– establishing curriculum	12%	14%	ns
– hiring new full-time teachers	6%	9%	ns
– setting discipline policy	19%	24%	ns

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



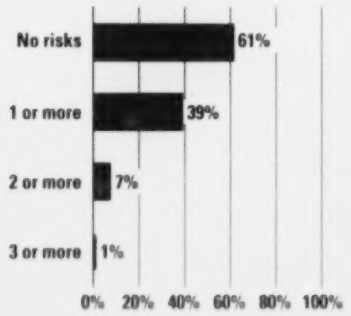
[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available
ns Interpret with caution. Change was not statistically significant
* Data not reported due to small sample size
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

MISSISSIPPI

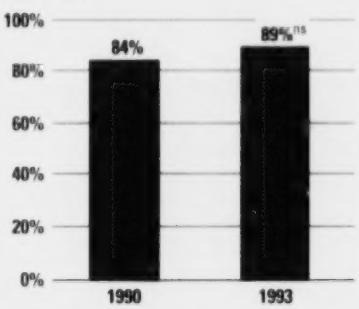
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	96	99
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	745	749
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	40%	39%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	83%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	46	48
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	84%	89% ns
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	5%	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	12%	15%
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	7%	—
– Grade 8 (1992)	8%	—
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	8	9
– Mathematics	2	3
– Science	2	3
– Foreign languages	<1	<1
– Civics and government	1	2
– Economics	0	<1
– Fine arts	<1	<1
– History	4	4

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	67%	61% ns
– a teaching certificate in their main teaching assignment	98%	96% ns
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	44%	—
– methods of teaching subject field	67%	—
– in-depth study in subject field	31%	—
– student assessment	68%	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	18%	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	20%	20%
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	8%	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	40%	—
– work with measuring instruments or geometric solids at least once a week	10%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.

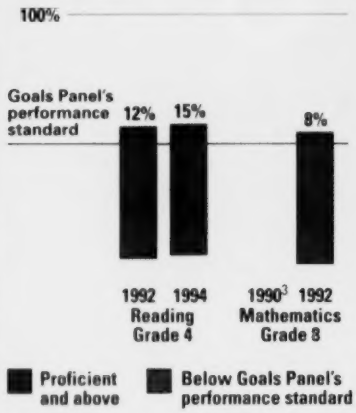
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

MISSISSIPPI

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)

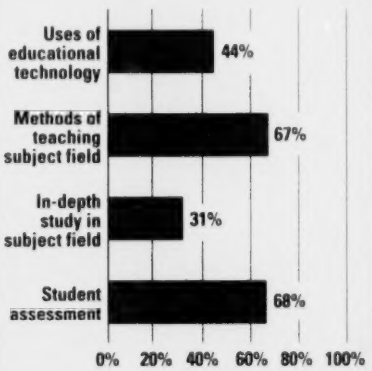


[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
[3] Data not available.
[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)

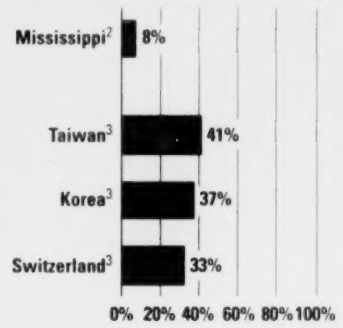


Source: National Center for Education Statistics and Westat, Inc., 1995

MISSISSIPPI

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 2 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	44%	—
– developing reasoning ability to solve unique problems	56%	—
– communicating mathematics ideas	58%	—
c) who have computers available in their mathematics classroom	10%	—
d) who use calculators in mathematics class at least once a week	25%	—
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	33%	36%
– minorities (Blacks, Hispanics, American Indians)	36%	39%
– females	30%	33%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	78%	80% ns
b) voting	63%	67% ns
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	61%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	6%	—
– marijuana	2%	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	16%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

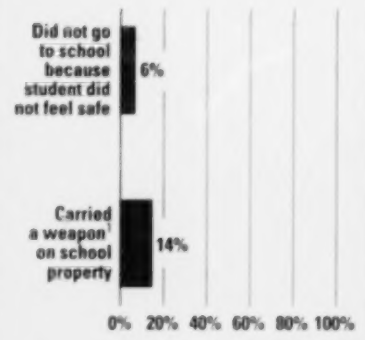
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1990, 1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	11%	9% ns
– cocaine	2%	1%
b) Having five or more drinks in a row during the past 30 days	37%	27%
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	14%	—
b) Did not go to school because student did not feel safe	6%	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	8%	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	17%	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	15%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	30%	47%
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	31%	40%
– public school principals	21%	24% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	10%	9% ns
– hiring new full-time teachers	2%	3% ns
– setting discipline policy	19%	21% ns

MISSISSIPPI

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

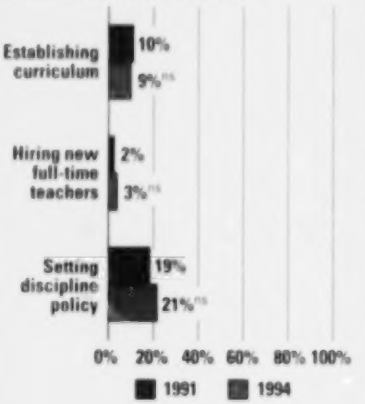


[1] Such as a gun, knife, or club

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

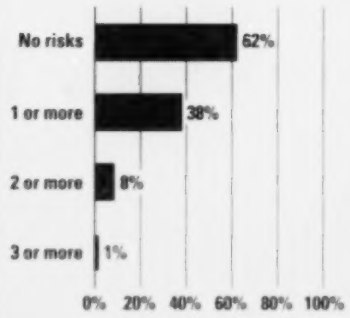
— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

MISSOURI

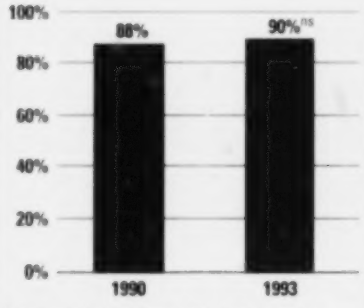
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).
[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	71	73
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	785	805
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	41%	38%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	64%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	18	31
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	88%	90% ns
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	6%	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	26%	26%
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	19%	—
– Grade 8 (1992)	24%	—
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	7	9
– Mathematics	4	6
– Science	3	6
– Foreign languages	1	2
– Civics and government	1	1
– Economics	<1	1
– Fine arts	<1	1
– History	6	7

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

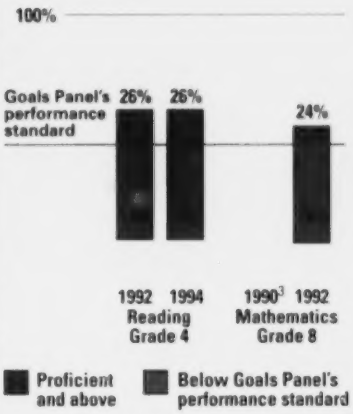
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	72%	65% ns
– a teaching certificate in their main teaching assignment	98%	98%
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	46%	—
– methods of teaching subject field	57%	—
– in-depth study in subject field	24%	—
– student assessment	44%	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	9%	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	18%	27%
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	24%	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	40%	—
– work with measuring instruments or geometric solids at least once a week	8%	—

MISSOURI

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)

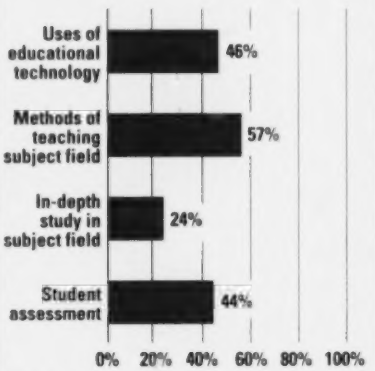


[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
[3] Data not available.
[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

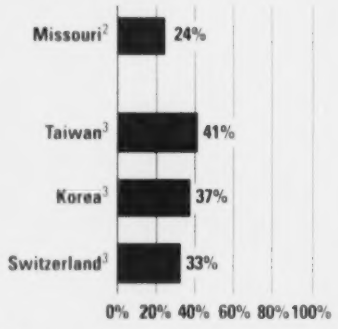
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

MISSOURI

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 3 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	43%	—
– developing reasoning ability to solve unique problems	42%	—
– communicating mathematics ideas	34%	—
c) who have computers available in their mathematics classroom	19%	—
d) who use calculators in mathematics class at least once a week	78%	—
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	35%	35%
– minorities (Blacks, Hispanics, American Indians)	32%	25%
– females	30%	32%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	76%	75% ns
b) voting	66%	67% ns
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	49%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

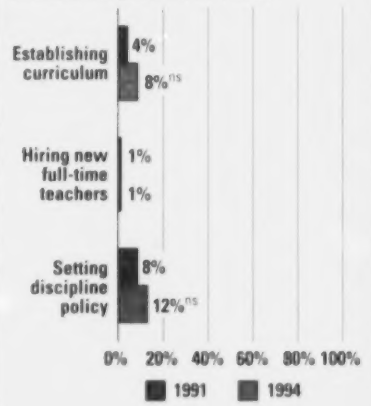
Measuring State Progress Toward the Goals and Objectives

MISSOURI

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1990, 1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	—	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	14%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	41%	53%
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	22%	27% ns
– public school principals	15%	13% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	4%	8% ns
– hiring new full-time teachers	1%	1%
– setting discipline policy	8%	12% ns

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

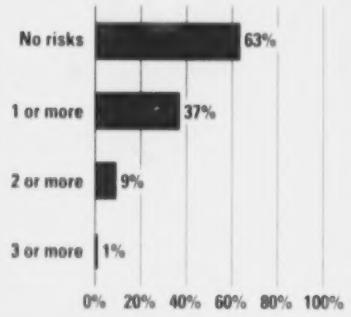
— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

MONTANA

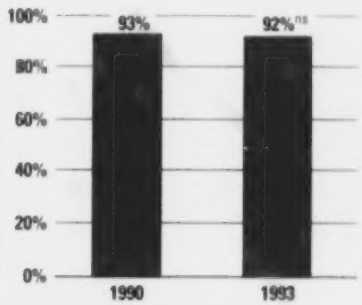
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	62	60
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	763	782
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	38%	37% ns
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	75%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	46	47
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	93%	92% ns
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1994)	29%	—
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	—	—
– Grade 8 (1990, 1992)	—	—
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	9	13
– Mathematics	2	3
– Science	2	4
– Foreign languages	<1	1
– Civics and government	3	4
– Economics	0	0
– Fine arts	2	1
– History	9	8

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	69%	64% ns
– a teaching certificate in their main teaching assignment	98%	98%
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	57%	—
– methods of teaching subject field	60%	—
– in-depth study in subject field	28%	—
– student assessment	44%	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	19%	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	10%	9% ns
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	—	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	—	—
– work with measuring instruments or geometric solids at least once a week	—	—

MONTANA

Student Achievement

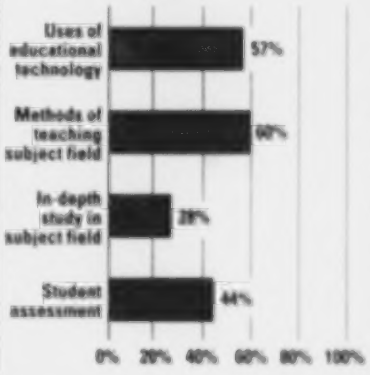
Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)

[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
[3] Data not available.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 21 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

MONTANA

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– developing reasoning ability to solve unique problems	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class at least once a week	—	—
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	38%	41%
– minorities (Blacks, Hispanics, American Indians)	39%	40%
– females	29%	33%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	76%	78% ns
b) voting	69%	72% ns
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	51%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	9%	—
– marijuana	5%	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	22%	—

— Data not available
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size
See page 23 for a Guide to Reading the State Pages
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

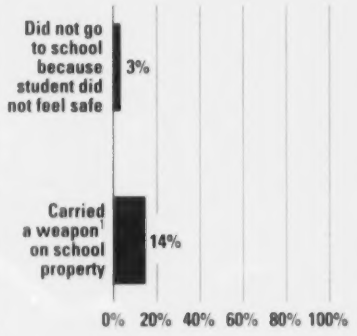
Measuring State Progress Toward the Goals and Objectives

MONTANA

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	14%	—
– cocaine	2%	—
b) Having five or more drinks in a row during the past 30 days	41%	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	14%	—
b) Did not go to school because student did not feel safe	3%	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	7%	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	17%	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	9%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	35%	33% ns
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	17%	18% ns
– public school principals	7%	15%
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	5%	7% ns
– hiring new full-time teachers (1994)	*	3%
– setting discipline policy	10%	13% ns

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

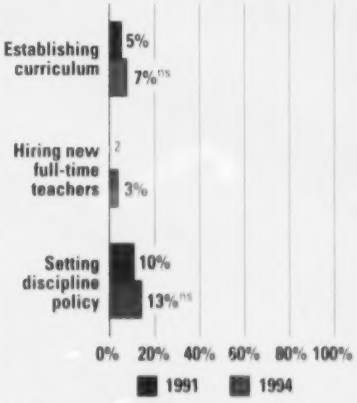


[1] Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
[2] Data not reported due to small sample size.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

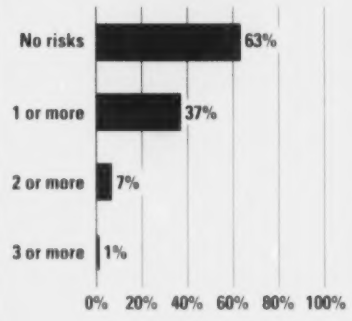
— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

NEBRASKA

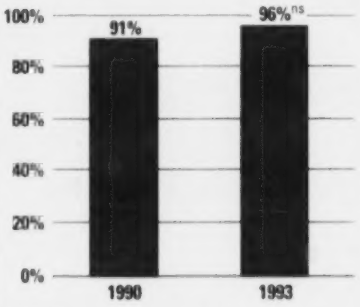
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	53	56
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	825	823
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	38%	37%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	72%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	34	41
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	91%	96% ns
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	4%	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	27%	29% ns
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	23%	—
– Grade 8 (1990, 1992)	30%	32% ns
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	10	12
– Mathematics	3	4
– Science	2	3
– Foreign languages	<1	1
– Civics and government	1	1
– Economics	1	1
– Fine arts	<1	<1
– History	8	7

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):[11]
  - an undergraduate or graduate degree in their main teaching assignment — 82% — 75%
  - a teaching certificate in their main teaching assignment — 99% — 99%

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]
  - uses of educational technology — 57% — —
  - methods of teaching subject field — 56% — —
  - in-depth study in subject field — 25% — —
  - student assessment — 47% — —

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13] — 13% — —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14] — 14% — 15% ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]

  Taiwan=41% Korea=37% Switzerland=33% — 32% — —

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

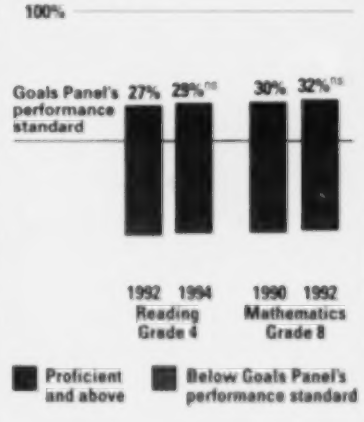
- Percentage of public school 8th graders (1990, 1992):[16]

  a) whose teachers reported that they do these activities in mathematics class:
  - work in small groups at least once a week — 46% — 49% ns
  - work with measuring instruments or geometric solids at least once a week (1992) — 7% — —

NEBRASKA

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)

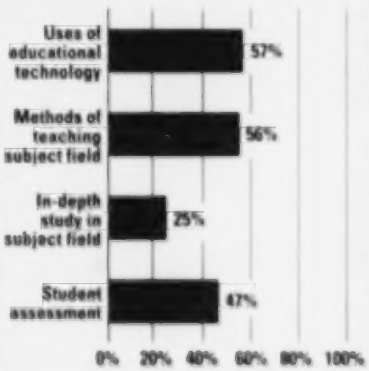


[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



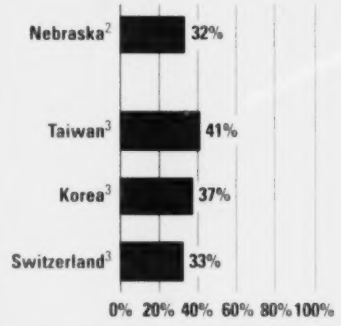
Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

NEBRASKA

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 4 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	51%	45% ns
– developing reasoning ability to solve unique problems	39%	41% ns
– communicating mathematics ideas	31%	23% ns
c) who have computers available in their mathematics classroom	17%	22% ns
d) who use calculators in mathematics class at least once a week	55%	66% ns
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	33%	35%
– minorities (Blacks, Hispanics, American Indians)	32%	30%
– females	31%	34%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	72%	74% ns
b) voting	65%	67% ns
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	65%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	5%	—
– marijuana	2%	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	11%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update	
Overall			
• Percentage of public high school students who reported (1991, 1993):[23]			
a) Using the following at least once during the past 30 days:			
– marijuana	10%	9%	ns
– cocaine	2%	2%	
b) Having five or more drinks in a row during the past 30 days	37%	36%	ns
Direct Measures of the Goal: Schools Free of Violence and Crime			
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]			
a) Carried a weapon such as a gun, knife, or club on school property	9%	—	
b) Did not go to school because student did not feel safe	3%	—	
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	6%	—	
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	13%	—	
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	13%	—	
Direct Measure of the Goal: Disciplined Environments Conducive to Learning			
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	33%	41%	
GOAL 8: Parental Participation			
Direct Measures of the Goal: Parent-School Partnerships			
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]			
– public school teachers	13%	15%	ns
– public school principals	4%	6%	ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]			
– establishing curriculum	7%	7%	
– hiring new full-time teachers	5%	4%	ns
– setting discipline policy	6%	9%	ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.

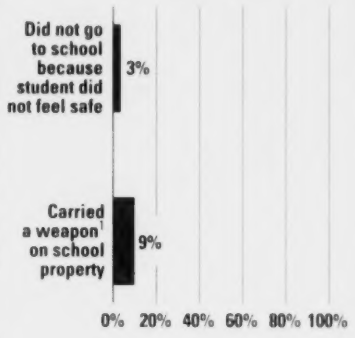
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

NEBRASKA

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

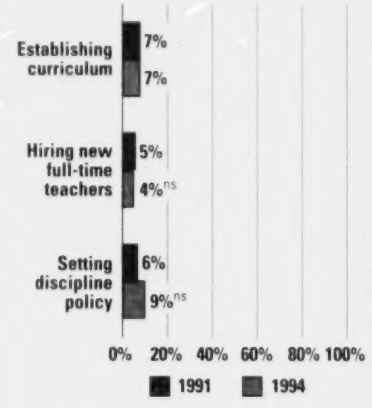


[1] Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)

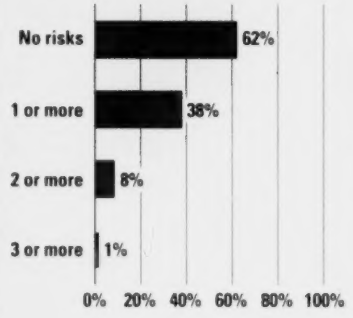


[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

NEVADA

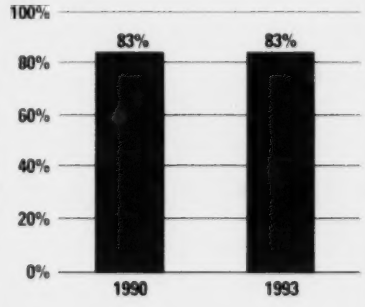
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	72	71
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	725	715
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	38%	38%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	69%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	26	41
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	83%	83%
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	8%	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	—	—
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	—	—
– Grade 8 (1990, 1992)	—	—
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	13	17
– Mathematics	6	8
– Science	4	7
– Foreign languages	3	4
– Civics and government	6	10
– Economics	<1	<1
– Fine Arts	<1	1
– History	6	8

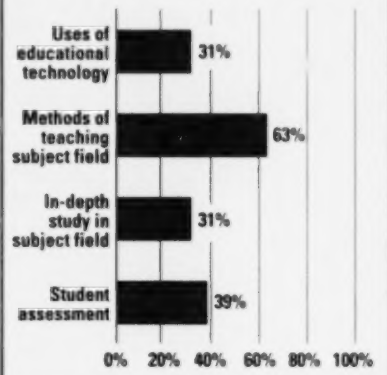
— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision.
▼ See Appendix A.

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update	
GOAL 4: Teacher Education and Professional Development			
Direct Measure of the Goal: Teacher Education			
• Percentage of public secondary school teachers who held (1991, 1994):[11]			
– an undergraduate or graduate degree in their main teaching assignment	62%	66%	ns
– a teaching certificate in their main teaching assignment	96%	98%	ns
Direct Measure of the Goal: Professional Development			
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]			
– uses of educational technology	31%	—	
– methods of teaching subject field	63%	—	
– in-depth study in subject field	31%	—	
– student assessment	39%	—	
Direct Measure of the Objectives: Teaching Diverse Student Populations			
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	27%	—	
Direct Measure of the Objectives: Teacher Support			
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	21%	17%	ns
GOAL 5: Mathematics and Science			
Direct Measure of the Goal: International Student Achievement Comparisons			
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]			
Taiwan=41% Korea=37% Switzerland=33%	—	—	
Direct Measures of the Objectives: Strengthening Mathematics and Science Education			
• Percentage of public school 8th graders (1990, 1992):[16]			
a) whose teachers reported that they do these activities in mathematics class:			
– work in small groups at least once a week	—	—	
– work with measuring instruments or geometric solids at least once a week	—	—	

NEVADA

Professional Development
Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

NEVADA

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– developing reasoning ability to solve unique problems	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class at least once a week	—	—
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	30%	32%
– minorities (Blacks, Hispanics, American Indians)	26%	29%
– females	27%	30%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	58%	68%
b) voting	50%	63%
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	33%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	6%	—
– marijuana	8%	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	30%	—

— Data not available
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

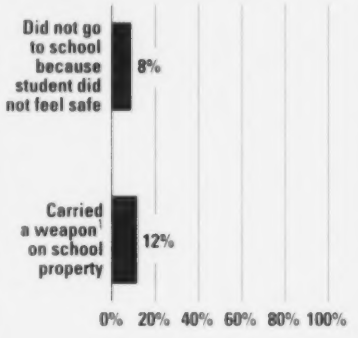
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	19%	—
– cocaine	4%	—
b) Having five or more drinks in a row during the past 30 days	32%	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	12%	—
b) Did not go to school because student did not feel safe	8%	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	10%	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	20%	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	16%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	36%	50%
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	27%	31% ns
– public school principals	17%	16% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	6%	12% ns
– hiring new full-time teachers (1994)	*	3%
– setting discipline policy	6%	15%

NEVADA

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

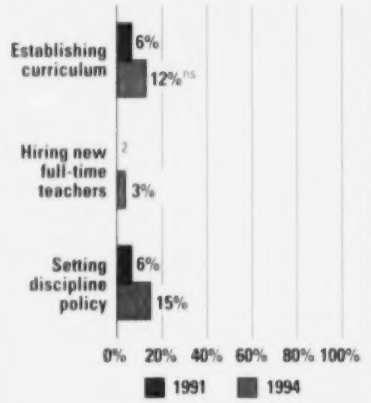


[1] Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
[2] Data not reported due to small sample size.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

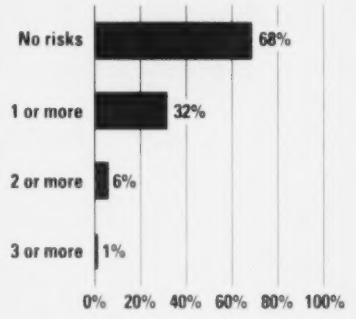
— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

NEW HAMPSHIRE

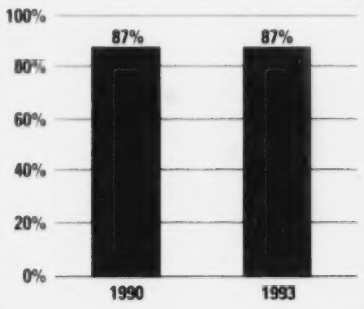
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	49	53
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	858	873
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	35%	32%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	83%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	29	37
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	87%	87%
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	34%	30% ns
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	26%	—
– Grade 8 (1990, 1992)	25%	30%
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	15	24
– Mathematics	13	17
– Science	8	14
– Foreign languages	4	6
– Civics and government	1	2
– Economics	<1	<1
– Fine arts	1	1
– History	9	13

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

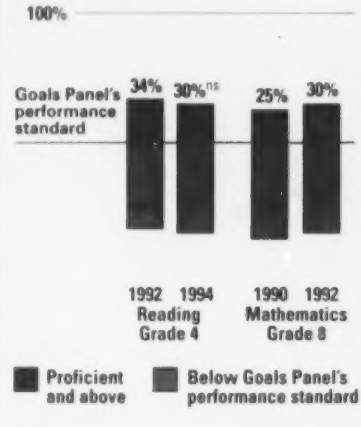
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	80%	71%
– a teaching certificate in their main teaching assignment	96%	96%
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	50%	—
– methods of teaching subject field	72%	—
– in-depth study in subject field	46%	—
– student assessment	53%	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	13%	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	12%	15% ns
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	30%	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	57%	59% ns
– work with measuring instruments or geometric solids at least once a week (1992)	9%	—

NEW HAMPSHIRE

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)

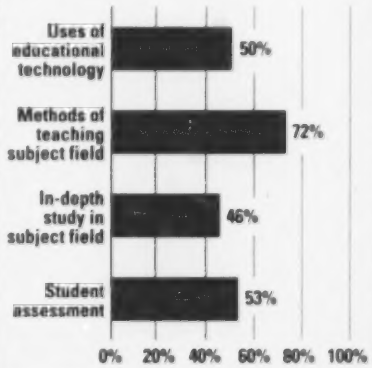


[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



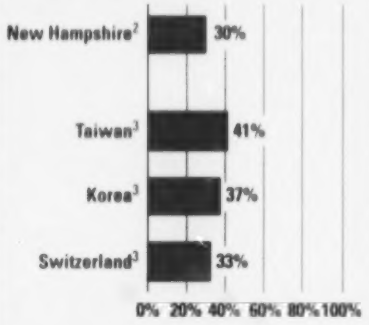
Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See 1995 Goals Report for additional information.
See Appendix A for technical notes and sources.

NEW HAMPSHIRE

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 3 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update	
Mathematics and Science (continued)			
b) who lose mathematics teachers heavily emphasize:			
– Algebra and functions	47%	42%	ns
– developing reasoning ability to solve unique problems	45%	47%	ns
– communicating mathematics ideas	37%	37%	
c) who have computers available in their mathematics classroom	24%	19%	ns
d) who use calculators in mathematics class at least once a week	58%	62%	ns
Direct Measure of the Objectives: Degrees in Mathematics and Science			
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]			
– all students	40%	41%	
– minorities (Blacks, Hispanics, American Indians)	49%	51%	
– females	37%	38%	
GOAL 6: Adult Literacy and Lifelong Learning			
Direct Measure of the Goal: Adult Literacy			
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—	
Direct Measure of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[19]			
a) registered to vote	67%	72%	ns
b) voting	59%	66%	
Direct Measure of the Objectives: Postsecondary Enrollment			
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	56%	—	
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools			
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools			
At School			
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]			
– alcohol	4%	—	
– marijuana	6%	—	
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	26%	—	

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

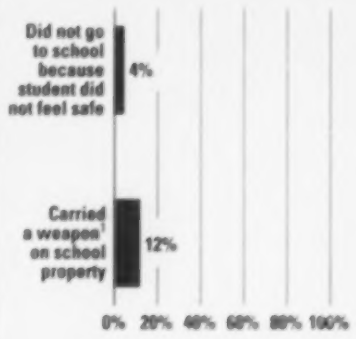
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	21%	—
– cocaine	2%	—
b) Having five or more drinks in a row during the past 30 days	31%	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	12%	—
b) Did not go to school because student did not feel safe	4%	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	7%	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	15%	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	13%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	34%	40% ns
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	17%	21% ns
– public school principals	8%	12% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	2%	14%
– hiring new full-time teachers	4%	11% ns
– setting discipline policy	8%	18% ns

NEW HAMPSHIRE

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



[1] Such as a gun, knife, or club

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)

[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

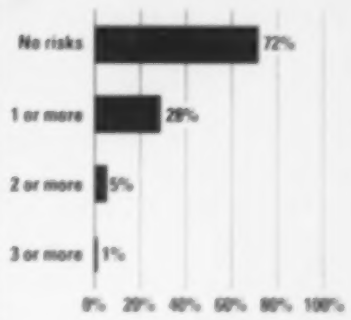
— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

NEW JERSEY

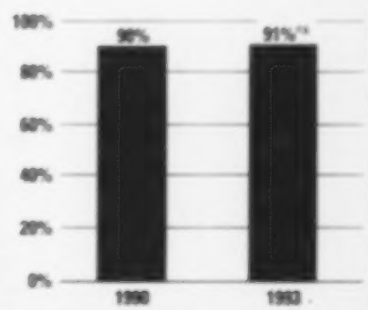
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	70	72
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	817	815
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	31%	28%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	71%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	47	46
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	90%	91% ns
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	31%	29% ns
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	25%	—
– Grade 8 (1990, 1992)	25%	28% ns
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	20	26
– Mathematics	16	19
– Science	16	24
– Foreign languages	7	9
– Civics and government	2	3
– Economics	2	3
– Fine arts	1	2
– History	17	20

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

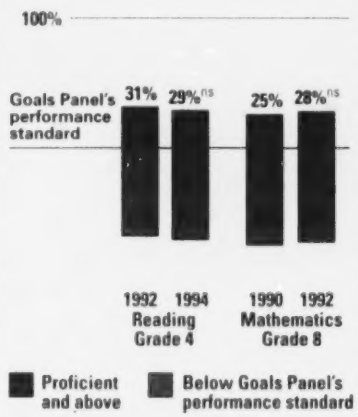
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	69%	69%
– a teaching certificate in their main teaching assignment	97%	97%
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	50%	—
– methods of teaching subject field	65%	—
– in-depth study in subject field	27%	—
– student assessment	49%	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	12%	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	18%	17% ns
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	28%	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	44%	52% ns
– work with measuring instruments or geometric solids at least once a week (1992)	10%	—

NEW JERSEY

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)

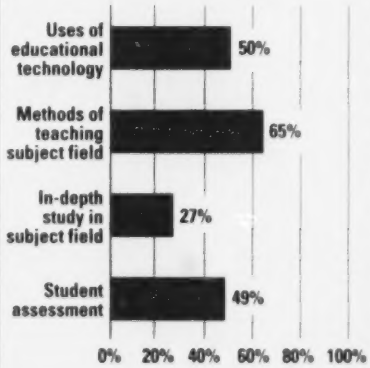


[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



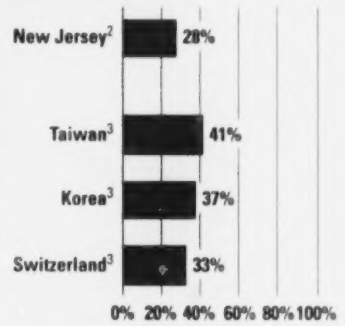
Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

NEW JERSEY

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)

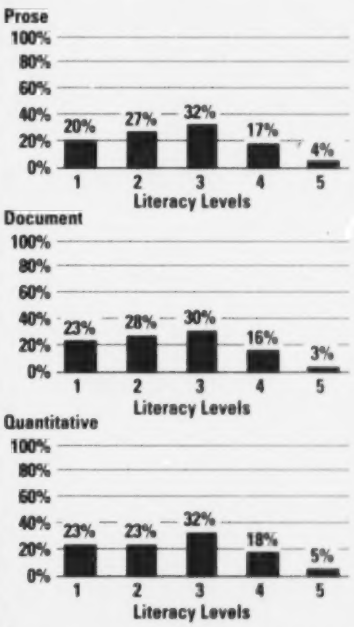


[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 3 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels[1] (1992)



[1] Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	55%	47% ns
– developing reasoning ability to solve unique problems	49%	63%
– communicating mathematics ideas	49%	55% ns
c) who have computers available in their mathematics classroom	19%	27% ns
d) who use calculators in mathematics class at least once a week	21%	51%
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	43%	43%
– minorities (Blacks, Hispanics, American Indians)	48%	44%
– females	39%	40%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	53%	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	72%	75%
b) voting	64%	67%
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	60%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

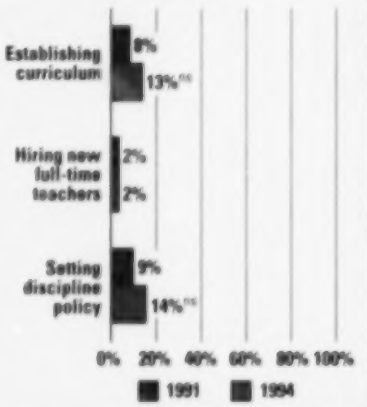
Measuring State Progress Toward the Goals and Objectives

NEW JERSEY

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1990, 1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	—	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	9%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	37%	45%
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	23%	24% ns
– public school principals	12%	8% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	8%	13% ns
– hiring new full-time teachers	2%	2%
– setting discipline policy	9%	14% ns

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

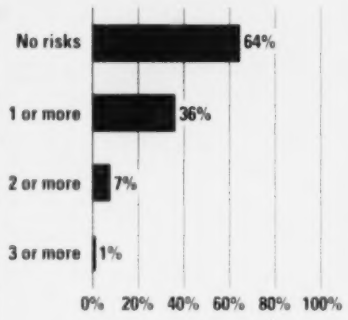
Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

NEW MEXICO

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1992)

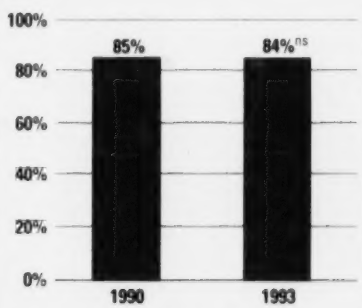


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	74	72
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	573	617
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	37%	36%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	73%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	28	44
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	85%	84% ns
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	8%	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	20%	17% ns
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	11%	—
– Grade 8 (1990, 1992)	13%	14% ns
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	15	15
– Mathematics	9	6
– Science	6	8
– Foreign languages	4	4
– Civics and government	1	1
– Economics	1	1
– Fine arts	1	1
– History	6	4

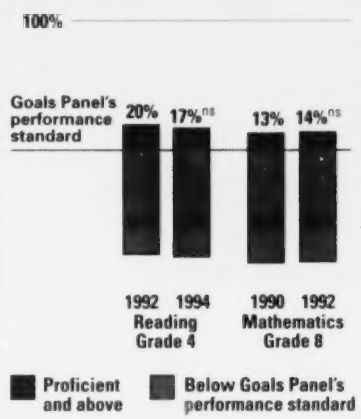
— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

NEW MEXICO

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	53%	52% ns
– a teaching certificate in their main teaching assignment	98%	96% ns
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	44%	—
– methods of teaching subject field	56%	—
– in-depth study in subject field	24%	—
– student assessment	44%	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	39%	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	30%	31% ns
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	14%	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	51%	58% ns
– work with measuring instruments or geometric solids at least once a week (1992)	5%	—

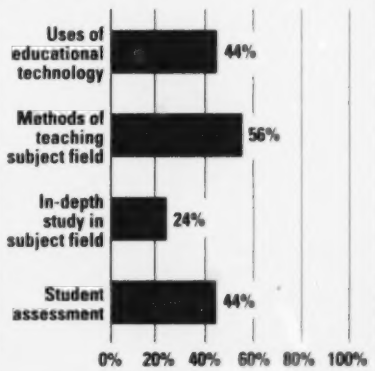
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)



[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development
Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

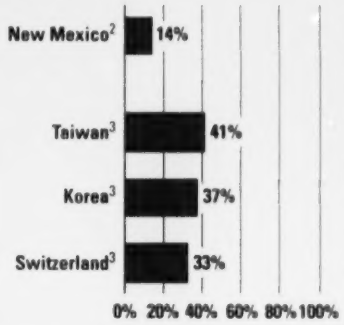
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

NEW MEXICO

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 2 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update	
Mathematics and Science (continued)			
b) whose mathematics teachers heavily emphasize:			
– Algebra and functions	53%	49%	ns
– developing reasoning ability to solve unique problems	48%	46%	ns
– communicating mathematics ideas	40%	44%	ns
c) who have computers available in their mathematics classroom	12%	13%	ns
d) who use calculators in mathematics class at least once a week	30%	44%	
Direct Measure of the Objectives: Degrees in Mathematics and Science			
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]			
– all students	40%	39%	
– minorities (Blacks, Hispanics, American Indians)	38%	36%	
– females	33%	32%	
GOAL 6: Adult Literacy and Lifelong Learning			
Direct Measure of the Goal: Adult Literacy			
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—	
Direct Measure of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[19]			
a) registered to vote	69%	71%	ns
b) voting	58%	66%	
Direct Measure of the Objectives: Postsecondary Enrollment			
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	49%	—	
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools			
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools			
At School			
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]			
– alcohol	—	—	
– marijuana	—	—	
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	—	—	

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

NEW MEXICO

	Baseline	Most Recent Update	
Overall			
• Percentage of public high school students who reported (1990, 1991):[23]			
a) Using the following at least once during the past 30 days:			
– marijuana	11%	18%	
– cocaine	3%	3%	
b) Having five or more drinks in a row during the past 30 days	45%	43%	ns
Direct Measures of the Goal: Schools Free of Violence and Crime			
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]			
a) Carried a weapon such as a gun, knife, or club on school property	—	—	
b) Did not go to school because student did not feel safe	—	—	
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	—	—	
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	—	—	
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	14%	—	
Direct Measure of the Goal: Disciplined Environments Conducive to Learning			
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	40%	45%	ns
GOAL 8: Parental Participation			
Direct Measures of the Goal: Parent-School Partnerships			
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]			
– public school teachers	31%	33%	ns
– public school principals	16%	15%	ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]			
– establishing curriculum	7%	17%	
– hiring new full-time teachers (1994)	*	13%	
– setting discipline policy	21%	30%	ns

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)

[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
[2] Data not reported due to small sample size.
[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

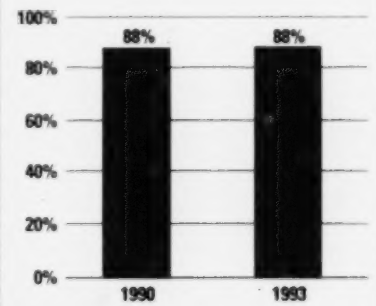
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

NEW YORK

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	76	76
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	731	747
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	—	—
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	77%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	35	50
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	88%	88%
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	23%	23%
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	17%	—
– Grade 8 (1990, 1992)	19%	24%
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	22	25
– Mathematics	18	20
– Science	20	26
– Foreign languages	9	11
– Civics and government	4	7
– Economics	2	3
– Fine arts	2	3
– History	21	24

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



1 Does not include those still in high school.
2 Includes traditional high school diploma and alternative credential.
3 Uses three-year averages (1989-1991, 1992-1994).

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

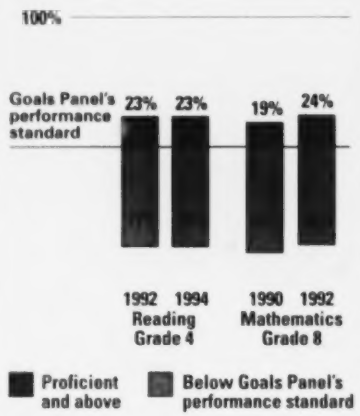
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update	
GOAL 4: Teacher Education and Professional Development			
Direct Measure of the Goal: Teacher Education			
• Percentage of public secondary school teachers who held (1991, 1994):[11]			
– an undergraduate or graduate degree in their main teaching assignment	74%	75%	ns
– a teaching certificate in their main teaching assignment	94%	93%	ns
Direct Measure of the Goal: Professional Development			
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]			
– uses of educational technology	38%	—	
– methods of teaching subject field	57%	—	
– in-depth study in subject field	24%	—	
– student assessment	42%	—	
Direct Measure of the Objectives: Teaching Diverse Student Populations			
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	32%	—	
Direct Measure of the Objectives: Teacher Support			
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	21%	31%	
GOAL 5: Mathematics and Science			
Direct Measure of the Goal: International Student Achievement Comparisons			
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]			
Taiwan=41% Korea=37% Switzerland=33%	24%	—	
Direct Measures of the Objectives: Strengthening Mathematics and Science Education			
• Percentage of public school 8th graders (1990, 1992):[16]			
a) whose teachers reported that they do these activities in mathematics class:			
– work in small groups at least once a week	31%	37%	ns
– work with measuring instruments or geometric solids at least once a week (1992)	7%	—	

NEW YORK

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)

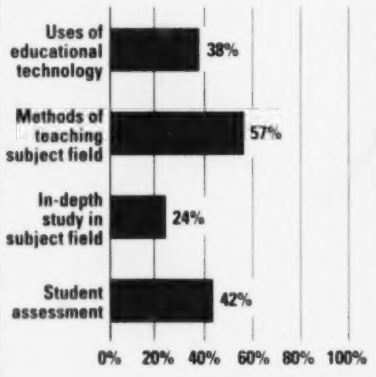


[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



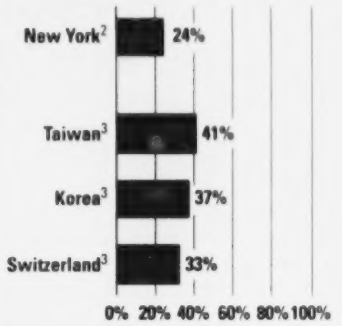
Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

NEW YORK

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)

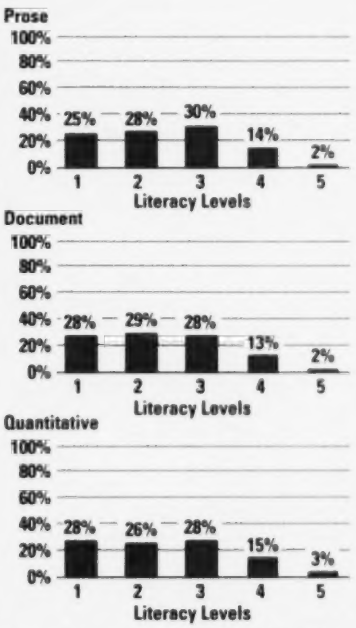


[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 3 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels[1] (1992)



[1] Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	49%	48% ns
– developing reasoning ability to solve unique problems	41%	40% ns
– communicating mathematics ideas	37%	38% ns
c) who have computers available in their mathematics classroom	10%	21%
d) who use calculators in mathematics class at least once a week	16%	25% ns
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	41%	40%
– minorities (Blacks, Hispanics, American Indians)	43%	42%
– females	38%	38%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	46%	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	67%	69%
b) voting	60%	63%
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	67%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	6%	—
– marijuana	7%	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	28%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

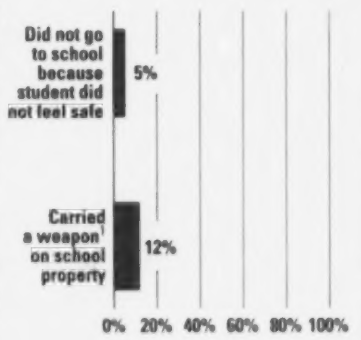
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update	
Overall			
• Percentage of public high school students who reported (1991, 1993):[23]			
a) Using the following at least once during the past 30 days:			
– marijuana	16%	19%	ns
– cocaine	2%	2%	
b) Having five or more drinks in a row during the past 30 days	36%	32%	ns
Direct Measures of the Goal: Schools Free of Violence and Crime			
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]			
a) Carried a weapon such as a gun, knife, or club on school property	12%	—	
b) Did not go to school because student did not feel safe	5%	—	
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	8%	—	
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	17%	—	
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	19%	—	
Direct Measure of the Goal: Disciplined Environments Conducive to Learning			
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	42%	55%	
GOAL 8: Parental Participation			
Direct Measures of the Goal: Parent-School Partnerships			
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]			
– public school teachers	23%	29%	ns
– public school principals	9%	14%	
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]			
– establishing curriculum	4%	8%	ns
– hiring new full-time teachers	1%	7%	
– setting discipline policy	16%	26%	

NEW YORK

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

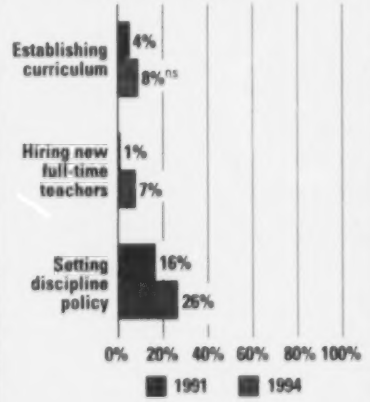


[1] Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

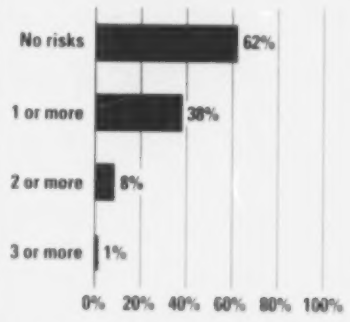
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.
See Appendix A for technical notes and sources.

NORTH CAROLINA

Measuring State Progress Toward the Goals and Objectives

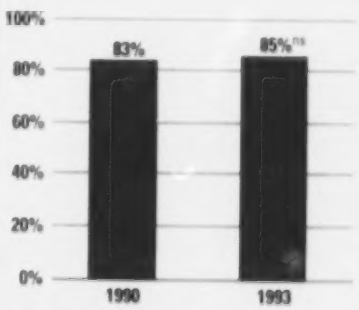
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).
[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	80	84
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	757	794
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	40%	38%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	84%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	39	48
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	83%	85% ns
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	22%	26% ns
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	13%	—
– Grade 8 (1990, 1992)	11%	15%
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	16	29
– Mathematics	9	14
– Science	7	15
– Foreign languages	2	3
– Civics and government	<1	1
– Economics	<1	<1
– Fine arts	1	2
– History	13	22

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):[11]

– an undergraduate or graduate degree in their main teaching assignment	68%	66% ns
– a teaching certificate in their main teaching assignment	99%	97% ns

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]

– uses of educational technology	57%	—
– methods of teaching subject field	72%	—
– in-depth study in subject field	32%	—
– student assessment	59%	—

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13] 8% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14] 24% 36%

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]

Taiwan=41% Korea=37% Switzerland=33% 15% —

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):[16]

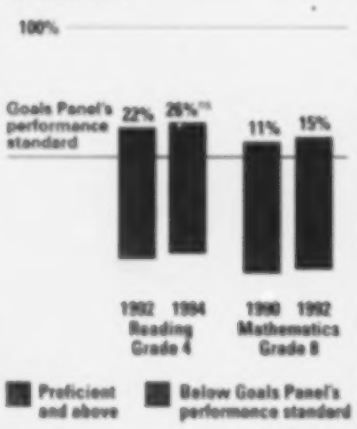
a) whose teachers reported that they do these activities in mathematics class:

– work in small groups at least once a week	45%	50% ns
– work with measuring instruments or geometric solids at least once a week (1992)	5%	—

NORTH CAROLINA

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)

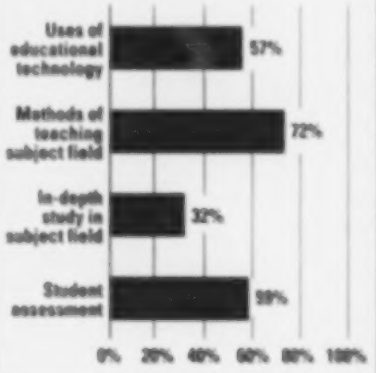


[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

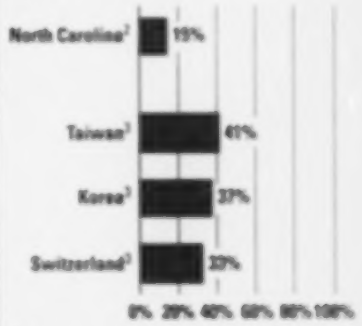
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

NORTH CAROLINA

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 2 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update	
Mathematics and Science (continued)			
b) whose mathematics teachers heavily emphasize:			
– Algebra and functions	44%	44%	
– developing reasoning ability to solve unique problems	46%	48%	ns
– communicating mathematics ideas	44%	42%	ns
c) who have computers available in their mathematics classroom	21%	13%	ns
d) who use calculators in mathematics class at least once a week	30%	42%	
Direct Measure of the Objectives: Degrees in Mathematics and Science			
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]			
– all students	41%	43%	
– minorities (Blacks, Hispanics, American Indians)	38%	42%	
– females	36%	40%	
GOAL 6: Adult Literacy and Lifelong Learning			
Direct Measure of the Goal: Adult Literacy			
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—	
Direct Measure of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[19]			
a) registered to vote	65%	70%	
b) voting	54%	61%	
Direct Measure of the Objectives: Postsecondary Enrollment			
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	49%	—	
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools			
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools			
At School			
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]			
– alcohol	5%	—	
– marijuana	5%	—	
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	29%	—	

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

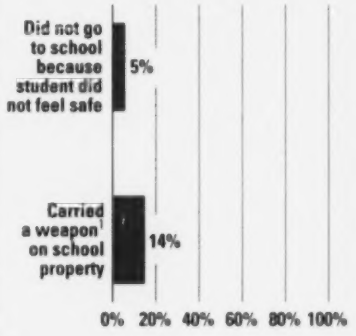
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	15%	—
– cocaine	2%	—
b) Having five or more drinks in a row during the past 30 days	23%	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	14%	—
b) Did not go to school because student did not feel safe	5%	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	10%	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	15%	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	19%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	42%	53%
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	29%	30% ns
– public school principals	10%	10%
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	9%	8% ns
– hiring new full-time teachers	3%	2% ns
– setting discipline policy	17%	16% ns

NORTH CAROLINA

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

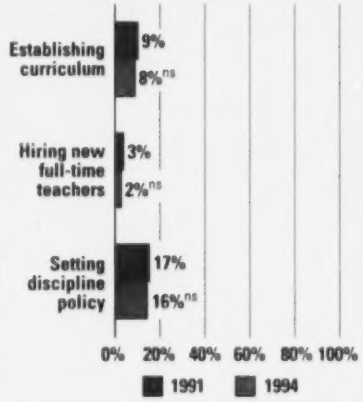


[1] Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

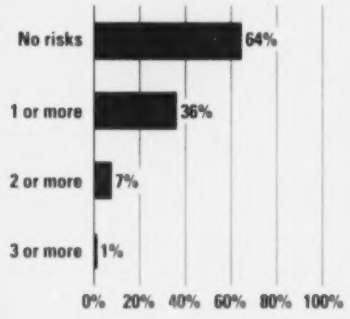
— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

NORTH DAKOTA

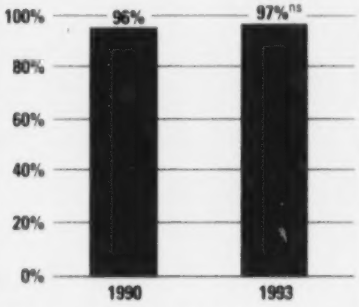
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	55	51
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	821	822
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	36%	36%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	81%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	39	41
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	96%	97% ns
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	31%	32% ns
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	23%	—
– Grade 8 (1990, 1992)	34%	36% ns
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	5	5
– Mathematics	3	3
– Science	3	4
– Foreign languages	<1	<1
– Civics and government	<1	<1
– Economics	1	<1
– Fine arts	<1	0
– History	2	2

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

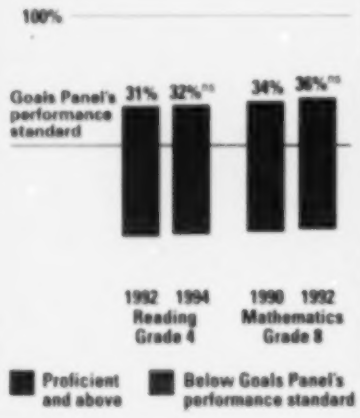
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	73%	76% ns
– a teaching certificate in their main teaching assignment	99%	100% ns
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	53%	—
– methods of teaching subject field	58%	—
– in-depth study in subject field	28%	—
– student assessment	36%	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	13%	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	6%	8% ns
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	36%	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	38%	39% ns
– work with measuring instruments or geometric solids at least once a week (1992)	10%	—

NORTH DAKOTA

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)

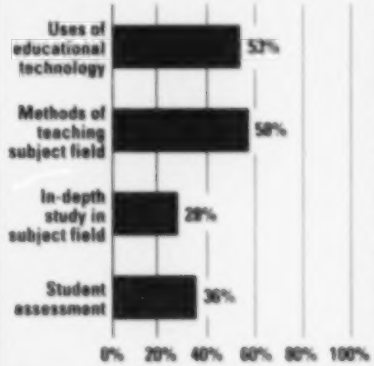


[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

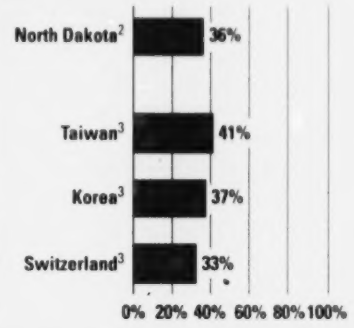
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

NORTH DAKOTA

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 3 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update	
Mathematics and Science (continued)			
b) whose mathematics teachers heavily emphasize:			
– Algebra and functions	56%	54%	ns
– developing reasoning ability to solve unique problems	33%	48%	
– communicating mathematics ideas	25%	33%	ns
c) who have computers available in their mathematics classroom	20%	17%	ns
d) who use calculators in mathematics class at least once a week	51%	68%	
Direct Measure of the Objectives: Degrees in Mathematics and Science			
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]			
– all students	39%	41%	
– minorities (Blacks, Hispanics, American Indians)	40%	39%	
– females	35%	40%	
GOAL 6: Adult Literacy and Lifelong Learning			
Direct Measure of the Goal: Adult Literacy			
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—	
Direct Measure of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[19]			
a) registered to vote	95%	92%	ns
b) voting	74%	72%	ns
Direct Measure of the Objectives: Postsecondary Enrollment			
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	68%	—	
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools			
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools			
At School			
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]			
– alcohol	—	—	
– marijuana	—	—	
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	—	—	

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

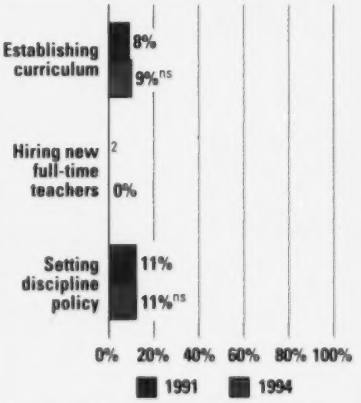
Measuring State Progress Toward the Goals and Objectives

NORTH DAKOTA

	Baseline	Most Recent Update	
Overall			
• Percentage of public high school students who reported (1990, 1993):[23]			
a) Using the following at least once during the past 30 days:			
– marijuana	—	—	
– cocaine	—	—	
b) Having five or more drinks in a row during the past 30 days	—	—	
Direct Measures of the Goal: Schools Free of Violence and Crime			
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]			
a) Carried a weapon such as a gun, knife, or club on school property	—	—	
b) Did not go to school because student did not feel safe	—	—	
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	—	—	
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	—	—	
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	8%	—	
Direct Measure of the Goal: Disciplined Environments Conducive to Learning			
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	30%	33%	ns
GOAL 8: Parental Participation			
Direct Measures of the Goal: Parent-School Partnerships			
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]			
– public school teachers	9%	13%	
– public school principals	4%	3%	ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]			
– establishing curriculum	8%	9%	ns
– hiring new full-time teachers (1994)	*	0%	
– setting discipline policy	11%	11%	

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
[2] Data not reported due to small sample size.
[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

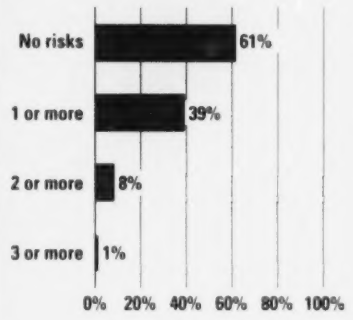
— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

OHIO

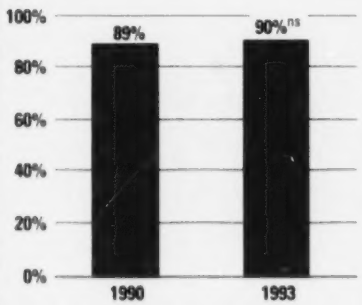
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994)
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	71	74
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	815	823
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	41%	39%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	73%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	26	34
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	89%	90% ns
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	24%	—
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	17%	—
– Grade 8 (1990, 1992)	19%	22% ns
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	11	15
– Mathematics	6	10
– Science	5	8
– Foreign languages	2	3
– Civics and government	2	4
– Economics	1	1
– Fine arts	1	1
– History	8	9

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

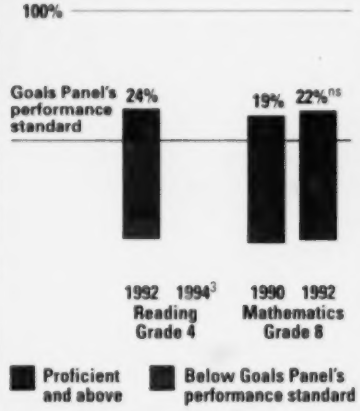
Measuring State Progress Toward the Goals and Objectives

OHIO

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	68%	61% ns
– a teaching certificate in their main teaching assignment	99%	97% ns
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	41%	—
– methods of teaching subject field	62%	—
– in-depth study in subject field	29%	—
– student assessment	46%	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	4%	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	20%	25% ns
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	22%	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	37%	39% ns
– work with measuring instruments or geometric solids at least once a week (1992)	5%	—

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)

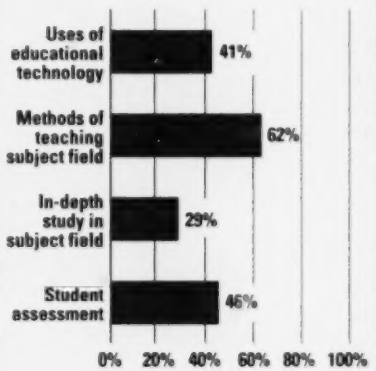


[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
[3] Data not available.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

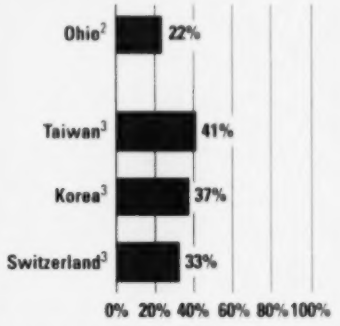
° Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

OHIO

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)

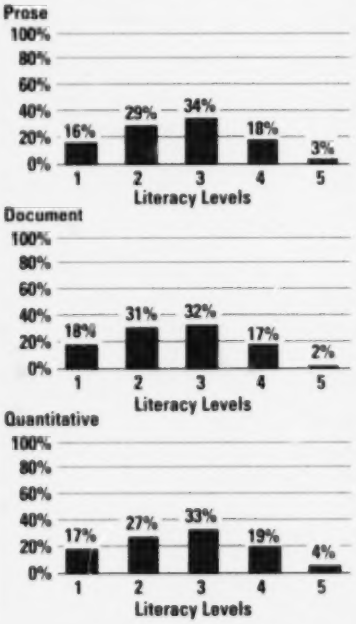


[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 3 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels[1] (1992)



[1] Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	50%	38% ns
– developing reasoning ability to solve unique problems	42%	39% ns
– communicating mathematics ideas	36%	37% ns
c) who have computers available in their mathematics classroom	20%	18% ns
d) who use calculators in mathematics class at least once a week	44%	49% ns
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	36%	36%
– minorities (Blacks, Hispanics, American Indians)	36%	37%
– females	31%	32%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	55%	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	70%	71% ns
b) voting	63%	65% ns
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	51%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	5%	—
– marijuana	4%	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	20%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

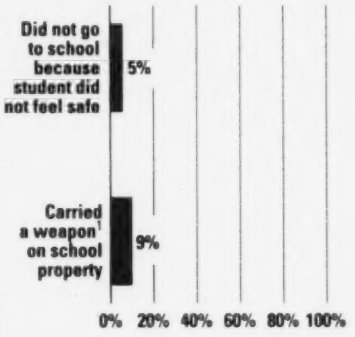
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	16%	—
– cocaine	2%	—
b) Having five or more drinks in a row during the past 30 days	30%	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	9%	—
b) Did not go to school because student did not feel safe	5%	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	8%	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	16%	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	17%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	38%	42% ns
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	29%	29%
– public school principals	14%	13% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	7%	6% ns
– hiring new full-time teachers	4%	4%
– setting discipline policy	9%	9%

OHIO

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

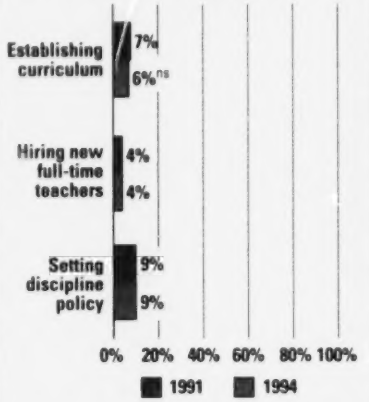


[1] Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

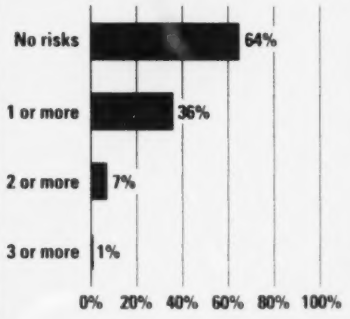
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

OKLAHOMA

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1992)

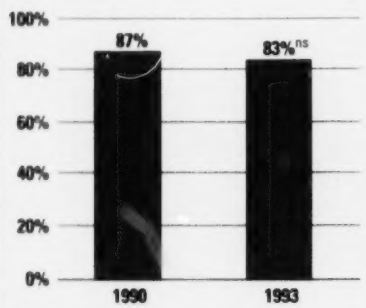


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).
[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	66	67
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	712	746
• Percentage of infants born in the state with one or more health risks (1992)[3]	36%	—
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	76%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	37	37
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	87%	83% ns
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	25%	—
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	14%	—
– Grade 8 (1990, 1992)	17%	21%
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	8	10
– Mathematics	4	5
– Science	3	4
– Foreign languages	1	1
– Civics and government	1	2
– Economics	<1	1
– Fine arts	<1	1
– History	3	5

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.

See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):[11]

– an undergraduate or graduate degree in their main teaching assignment	65%	61%	ns
– a teaching certificate in their main teaching assignment	98%	99%	

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]

– uses of educational technology	46%	—
– methods of teaching subject field	65%	—
– in-depth study in subject field	27%	—
– student assessment	54%	—

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13] — 19% —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14] — 42% 45% ns

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]

Taiwan=41% Korea=37% Switzerland=33% — 21% —

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):[16]

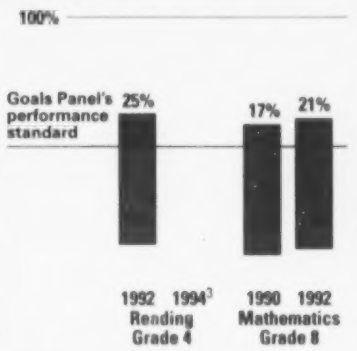
a) whose teachers reported that they do these activities in mathematics class:

– work in small groups at least once a week	44%	33%	ns
– work with measuring instruments or geometric solids at least once a week (1992)	7%	—	

OKLAHOMA

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)

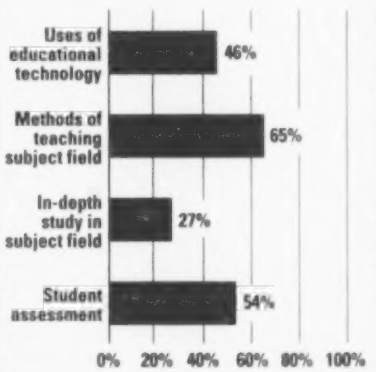


[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
[3] Data not available.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



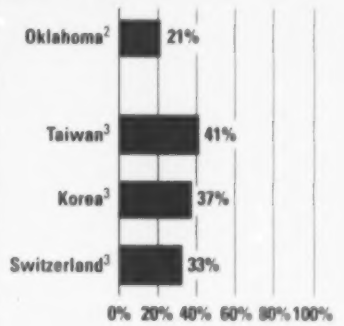
Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

OKLAHOMA

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 2 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	55%	49% ns
– developing reasoning ability to solve unique problems	41%	39% ns
– communicating mathematics ideas	40%	42% ns
c) who have computers available in their mathematics classroom	13%	20% ns
d) who use calculators in mathematics class at least once a week	27%	33% ns
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	33%	35%
– minorities (Blacks, Hispanics, American Indians)	34%	37%
– females	28%	30%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	66%	75%
b) voting	57%	68%
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	50%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
° Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

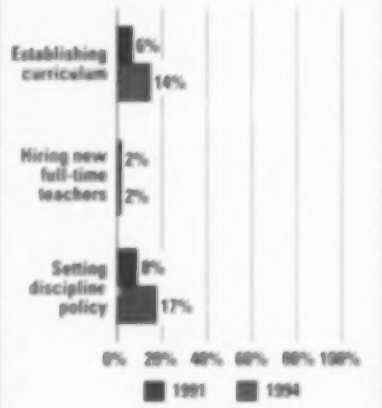
Measuring State Progress Toward the Goals and Objectives

OKLAHOMA

	Baseline	Most Recent Update	
Overall			
• Percentage of public high school students who reported (1990, 1993):[23]			
a) Using the following at least once during the past 30 days:			
– marijuana	—	—	
– cocaine	—	—	
b) Having five or more drinks in a row during the past 30 days	—	—	
Direct Measures of the Goal: Schools Free of Violence and Crime			
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]			
a) Carried a weapon such as a gun, knife, or club on school property	—	—	
b) Did not go to school because student did not feel safe	—	—	
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	—	—	
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	—	—	
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	13%	—	
Direct Measure of the Goal: Disciplined Environments Conducive to Learning			
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	33%	39%	
GOAL 8: Parental Participation			
Direct Measures of the Goal: Parent-School Partnerships			
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]			
– public school teachers	22%	28%	
– public school principals	15%	13%	ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]			
– establishing curriculum	6%	14%	
– hiring new full-time teachers	2%	2%	
– setting discipline policy	8%	17%	

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

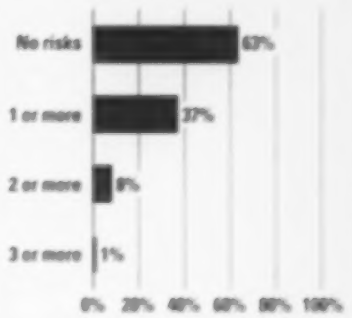
Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

OREGON

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1992)

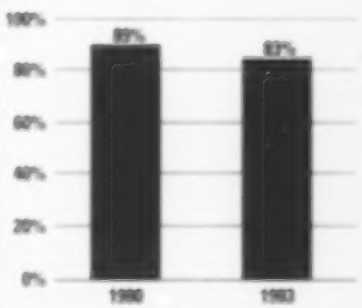


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	50	52
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	757	787
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	39%	37%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	71%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	23	35
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	89%	83%
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	6%	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	—	—
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	—	—
– Grade 8 (1990, 1992)	—	—
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	13	13
– Mathematics	6	6
– Science	5	6
– Foreign languages	2	2
– Civics and government	1	1
– Economics	1	1
– Fine arts	<1	<1
– History	11	8

— Data not available.
ns Interpret with caution. Change was not statistically significant.

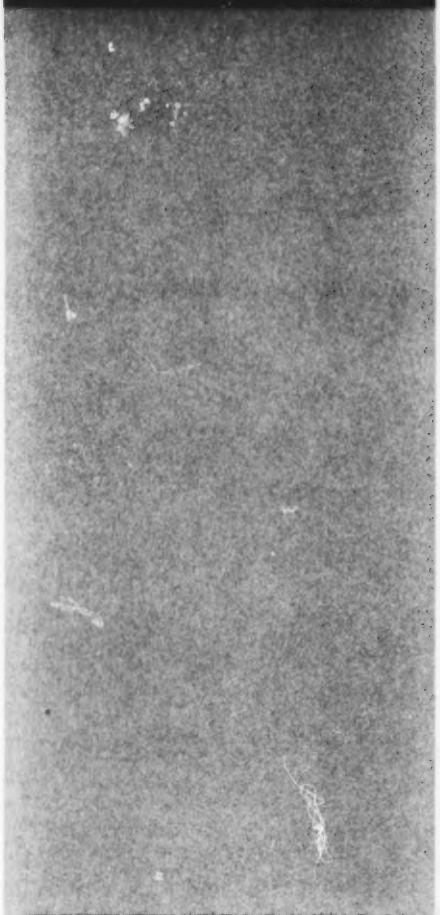
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.

See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

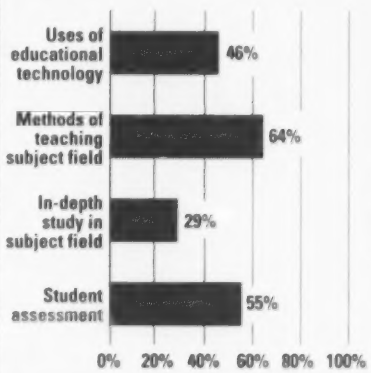
Measuring State Progress Toward the Goals and Objectives

OREGON

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	64%	59% ns
– a teaching certificate in their main teaching assignment	97%	97%
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	46%	—
– methods of teaching subject field	64%	—
– in-depth study in subject field	29%	—
– student assessment	55%	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	22%	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	18%	18%
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	—	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	—	—
– work with measuring instruments or geometric solids at least once a week	—	—



Professional Development
Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



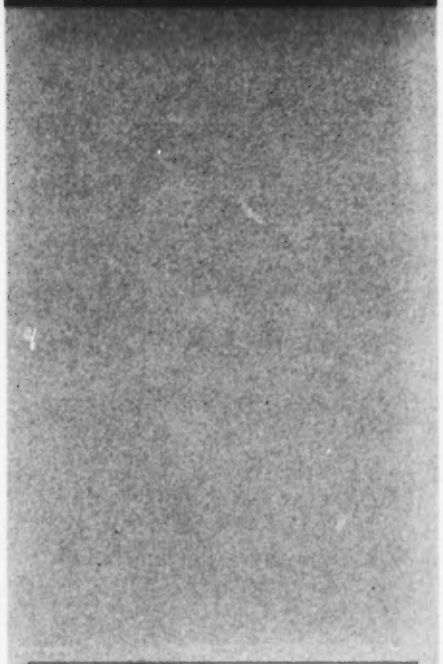
Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

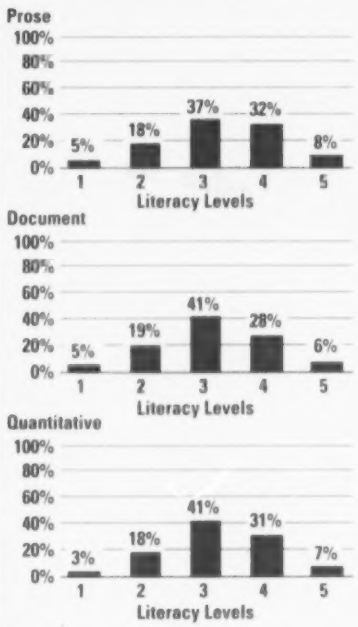
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

OREGON



Adult Literacy
Percentage of all adults aged 16-65 scoring at five literacy levels[1] (1990)



[1] Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Oregon Progress Board, 1990

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– developing reasoning ability to solve unique problems	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class at least once a week	—	—
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	41%	44%
– minorities (Blacks, Hispanics, American Indians)	41%	40%
– females	37%	41%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 -65 who scored at or above Level 3 (of 5 levels) in Prose literacy (1990)[18]	77%	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	73%	78%
b) voting	65%	72%
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	54%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	—	—

— Data not available
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

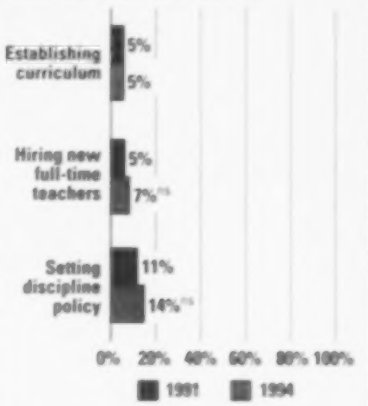
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1990, 1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	—	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	13%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	37%	57%
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	19%	30%
– public school principals	13%	12% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	5%	5%
– hiring new full-time teachers	5%	7% ns
– setting discipline policy	11%	14% ns

OREGON

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

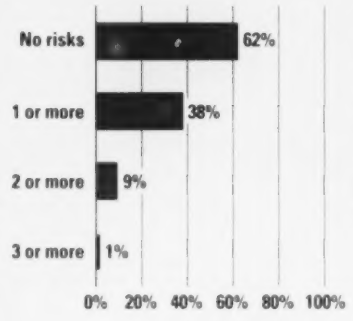
— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See 1995 Goals Report for additional information.
See Appendix A for technical notes and sources.

PENNSYLVANIA

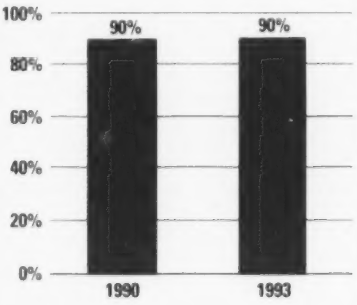
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	71	72
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	797	796
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	39%	38%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	77%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	37	37
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	90%	90%
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	4%	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	28%	26% ns
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	23%	—
– Grade 8 (1990, 1992)	21%	26% ns
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	14	16
– Mathematics	8	10
– Science	7	9
– Foreign languages	2	3
– Civics and government	2	3
– Economics	1	2
– Fine arts	<1	1
– History	10	11

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.

See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

172

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update	
GOAL 4: Teacher Education and Professional Development			
Direct Measure of the Goal: Teacher Education			
• Percentage of public secondary school teachers who held (1991, 1994):[11]			
– an undergraduate or graduate degree in their main teaching assignment	78%	72%	
– a teaching certificate in their main teaching assignment	99%	99%	
Direct Measure of the Goal: Professional Development			
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]			
– uses of educational technology	43%	—	
– methods of teaching subject field	57%	—	
– in-depth study in subject field	24%	—	
– student assessment	50%	—	
Direct Measure of the Objectives: Teaching Diverse Student Populations			
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	10%	—	
Direct Measure of the Objectives: Teacher Support			
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	20%	31%	
GOAL 5: Mathematics and Science			
Direct Measure of the Goal: International Student Achievement Comparisons			
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]			
Taiwan=41% Korea=37% Switzerland=33%	26%	—	
Direct Measures of the Objectives: Strengthening Mathematics and Science Education			
• Percentage of public school 8th graders (1990, 1992):[16]			
a) whose teachers reported that they do these activities in mathematics class:			
– work in small groups at least once a week	33%	41% ns	
– work with measuring instruments or geometric solids at least once a week (1992)	6%	—	

— Data not available.
ns Interpret with caution. Change was not statistically significant.

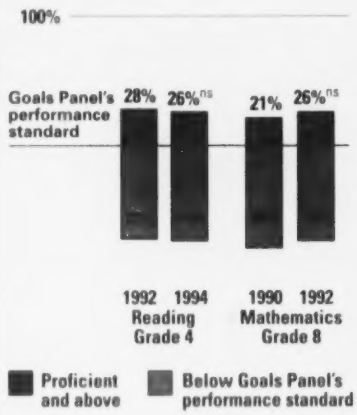
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

PENNSYLVANIA

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)

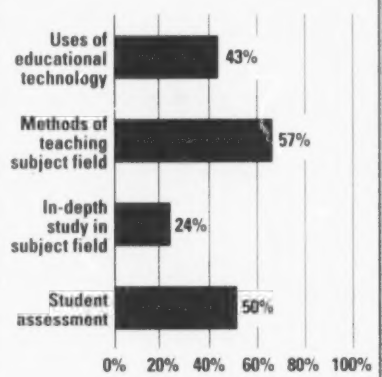


[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)

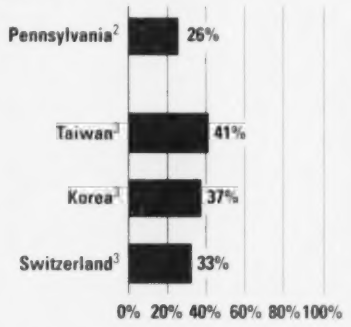


Source: National Center for Education Statistics and Westat, Inc., 1995

PENNSYLVANIA

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)

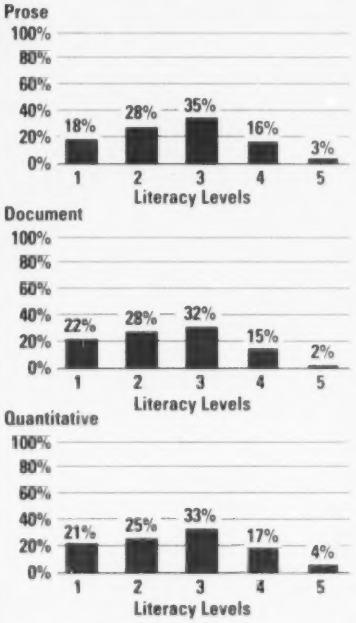


[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 3 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels[1] (1992)



[1] Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	48%	48%
– developing reasoning ability to solve unique problems	48%	52% ns
– communicating mathematics ideas	43%	43%
c) who have computers available in their mathematics classroom	15%	14% ns
d) who use calculators in mathematics class at least once a week	28%	46%
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	40%	41%
– minorities (Blacks, Hispanics, American Indians)	40%	38%
– females	36%	37%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	54%	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	63%	66%
b) voting	56%	61%
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	55%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	—	—

— Data not available
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

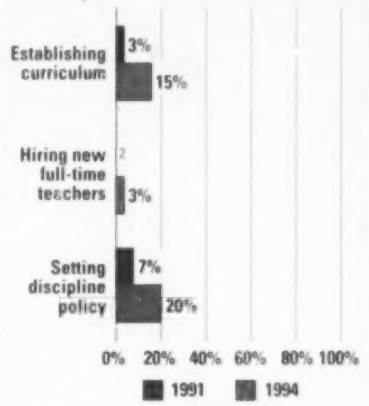
Measuring State Progress Toward the Goals and Objectives

PENNSYLVANIA

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1990, 1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	—	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	13%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	33%	49%
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	18%	21% ns
– public school principals	13%	10% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	3%	15%
– hiring new full-time teachers (1994)	*	3%
– setting discipline policy	7%	20%

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



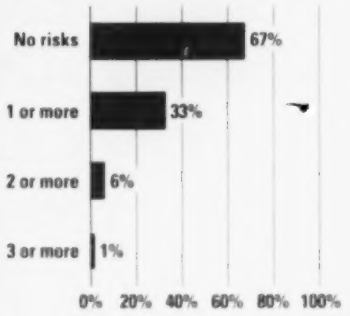
[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
[2] Data not reported due to small sample size.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

RHODE ISLAND

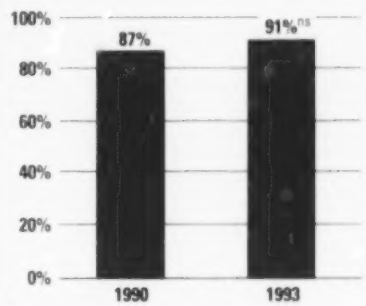
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	62	63
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	868	885
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	36%	33%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	82%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	42	51
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	87%	91% ns
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	5%	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	24%	27% ns
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	14%	—
– Grade 8 (1990, 1992)	18%	20% ns
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	18	19
– Mathematics	10	11
– Science	7	9
– Foreign languages	4	5
– Civics and government	1	2
– Economics	1	2
– Fine arts	1	2
– History	15	17

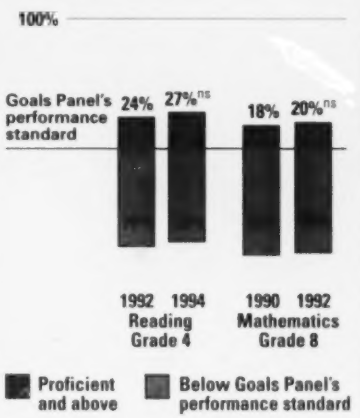
— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

RHODE ISLAND

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	72%	76% ns
– a teaching certificate in their main teaching assignment	100%	100%
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	38%	—
– methods of teaching subject field	56%	—
– in-depth study in subject field	22%	—
– student assessment	48%	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	29%	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	11%	7%
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	20%	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	27%	38%
– work with measuring instruments or geometric solids at least once a week (1992)	9%	—

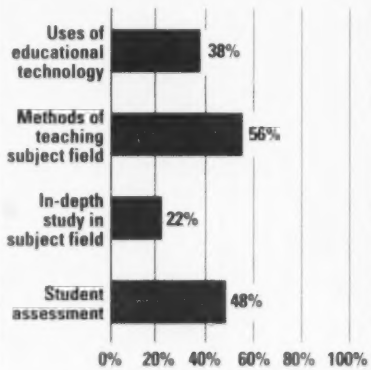
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)



[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development
Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



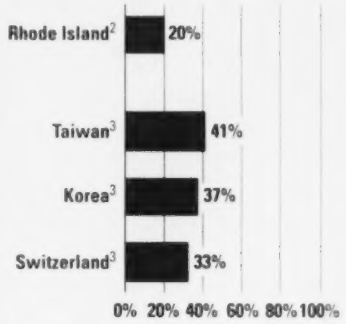
Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

RHODE ISLAND

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 3 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	43%	45% ns
– developing reasoning ability to solve unique problems	43%	53%
– communicating mathematics ideas	37%	46%
c) who have computers available in their mathematics classroom	16%	15% ns
d) who use calculators in mathematics class at least once a week	23%	47%
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	34%	35%
– minorities (Blacks, Hispanics, American Indians)	40%	42%
– females	31%	32%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	73%	78%
b) voting	64%	73%
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	64%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

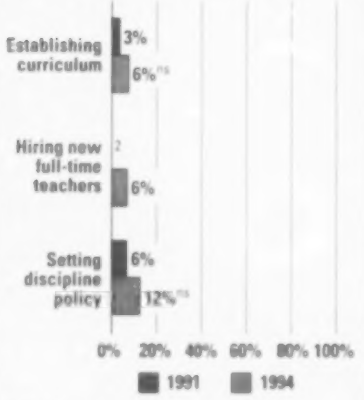
Measuring State Progress Toward the Goals and Objectives

RHODE ISLAND

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1990, 1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	—	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	14%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	52%	43% ns
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	20%	26% ns
– public school principals	11%	7% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	3%	6% ns
– hiring new full-time teachers (1994)	*	6%
– setting discipline policy	6%	12% ns

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



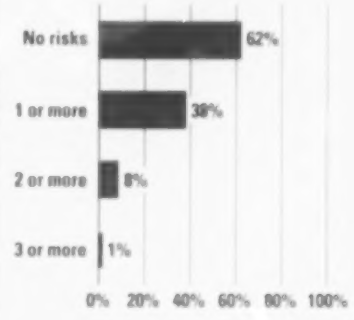
[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
[2] Data not reported due to small sample size.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

SOUTH CAROLINA

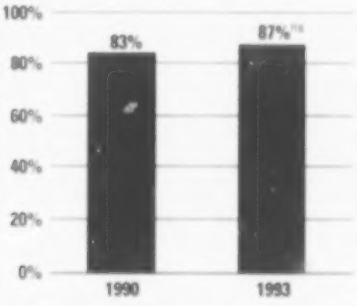
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).
[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds)[1] (1990, 1992)[1]	87	90
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	688	713
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	43%	40%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	84%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	52	56
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	83%	87% [ns]
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	19%	16% [ns]
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	13%	—
– Grade 8 (1992)	18%	—
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	21	26
– Mathematics	14	17
– Science	12	14
– Foreign languages	1	1
– Civics and government	2	3
– Economics	1	1
– Fine arts	3	5
– History	16	17

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994)[11]		
– an undergraduate or graduate degree in their main teaching assignment	69%	63% ns
– a teaching certificate in their main teaching assignment	98%	95%
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)[12]		
– uses of educational technology	42%	—
– methods of teaching subject field	61%	—
– in-depth study in subject field	24%	—
– student assessment	46%	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	11%	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	24%	29%
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992)[15]		
Taiwan=41% Korea=37% Switzerland=33%	18%	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1992)[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	47%	—
– work with measuring instruments or geometric solids at least once a week	8%	—

— Data not available
ns Interpret with caution. Change was not statistically significant.

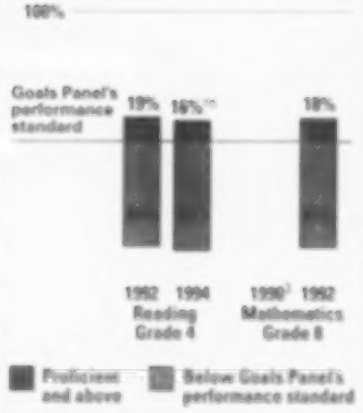
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

SOUTH CAROLINA

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)

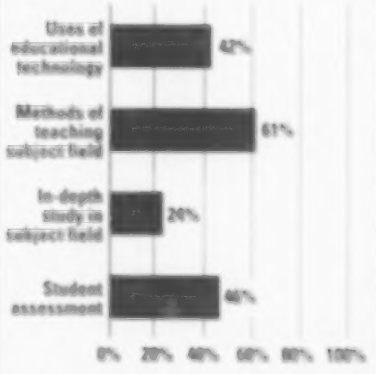


[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
[3] Data not available.
[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)

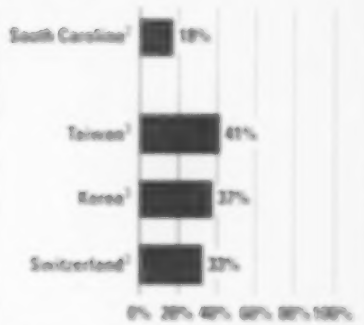


Source: National Center for Education Statistics and Westat, Inc., 1995

SOUTH CAROLINA

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 2 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	36%	—
– developing reasoning ability to solve unique problems	51%	—
– communicating mathematics ideas	54%	—
c) who have computers available in their mathematics classroom	24%	—
d) who use calculators in mathematics class at least once a week	47%	—
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	37%	39%
– minorities (Blacks, Hispanics, American Indians)	36%	38%
– females	34%	35%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	61%	68%
b) voting	50%	59%
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	43%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	8%	—
– marijuana	4%	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	25%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 73 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

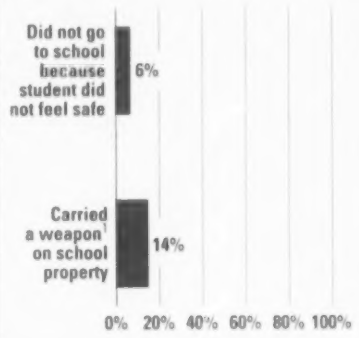
Measuring State Progress Toward the Goals and Objectives

SOUTH CAROLINA

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1991, 1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	12%	13% ns
– cocaine	2%	2%
b) Having five or more drinks in a row during the past 30 days	27%	25% ns
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	14%	—
b) Did not go to school because student did not feel safe	6%	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	10%	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	13%	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	17%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	37%	49%
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	32%	36% ns
– public school principals	22%	27% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	10%	12% ns
– hiring new full-time teachers	0%	*
– setting discipline policy	11%	18% ns

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

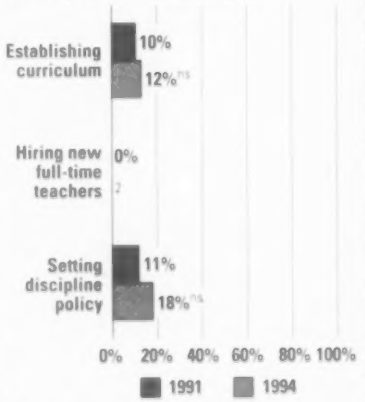


[1] Such as a gun, knife, or club

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
[2] Data not reported due to small sample size.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

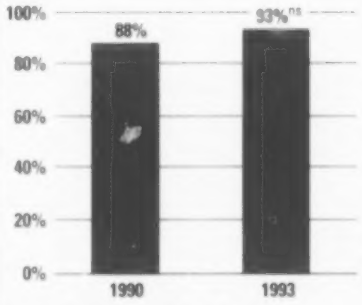
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

SOUTH DAKOTA

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	51	52
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	787	790
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	—	—
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	74%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	62	66
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	88%	93% ns
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	—	—
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	—	—
– Grade 8 (1990, 1992)	—	—
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	3	7
– Mathematics	2	3
– Science	1	4
– Foreign languages	0	<1
– Civics and government	<1	2
– Economics	0	1
– Fine arts	<1	0
– History	2	3

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



1 Does not include those still in high school.
2 Includes traditional high school diploma and alternative credential.
3 Uses three-year averages (1989-1991, 1992-1994).
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

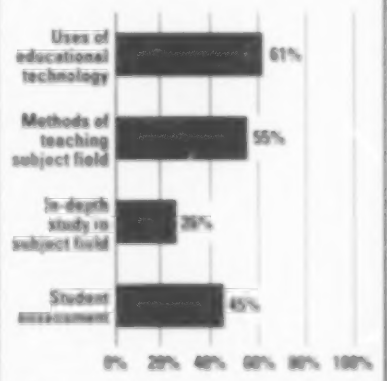
184

Measuring State Progress Toward the Goals and Objectives

SOUTH DAKOTA

	Baseline	Most Recent Update	
GOAL 4: Teacher Education and Professional Development			
Direct Measure of the Goal: Teacher Education			
• Percentage of public secondary school teachers who held (1991, 1994):[11]			
– an undergraduate or graduate degree in their main teaching assignment	62%	59%	ns
– a teaching certificate in their main teaching assignment	99%	98%	
Direct Measure of the Goal: Professional Development			
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]			
– uses of educational technology	61%	—	
– methods of teaching subject field	55%	—	
– in-depth study in subject field	26%	—	
– student assessment	45%	—	
Direct Measure of the Objectives: Teaching Diverse Student Populations			
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	8%	—	
Direct Measure of the Objectives: Teacher Support			
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	15%	13%	ns
GOAL 5: Mathematics and Science			
Direct Measure of the Goal: International Student Achievement Comparisons			
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]			
Taiwan=41% Korea=37% Switzerland=33%	—	—	
Direct Measures of the Objectives: Strengthening Mathematics and Science Education			
• Percentage of public school 8th graders (1990, 1992):[16]			
a) whose teachers reported that they do these activities in mathematics class:			
– work in small groups at least once a week	—	—	
– work with measuring instruments or geometric solids at least once a week	—	—	

Professional Development
Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

SOUTH DAKOTA

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– developing reasoning ability to solve unique problems	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class at least once a week	—	—
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	44%	43%
– minorities (Blacks, Hispanics, American Indians)	30%	34%
– females	36%	37%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	80%	80%
b) voting	72%	70% ns
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	53%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	10%	—
– marijuana	4%	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	19%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1990, 1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	12%	10% ns
– cocaine	2%	3% ns
b) Having five or more drinks in a row during the past 30 days	42%	44% ns
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	10%	—
b) Did not go to school because student did not feel safe	3%	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	6%	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	14%	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	8%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	31%	40%
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	18%	18%
– public school principals	10%	11% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	5%	8% ns
– hiring new full-time teachers	2%	3% ns
– setting discipline policy	13%	14% ns

— Data not available
ns Interpret with caution. Change was not statistically significant.

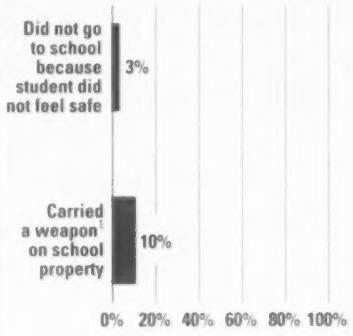
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

SOUTH DAKOTA

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

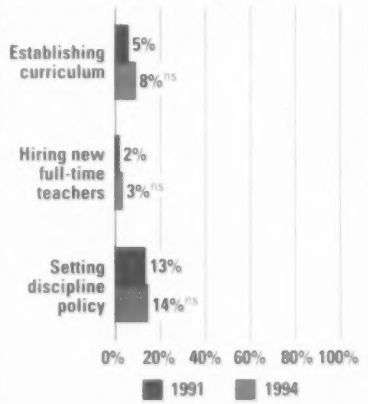


[1] Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)

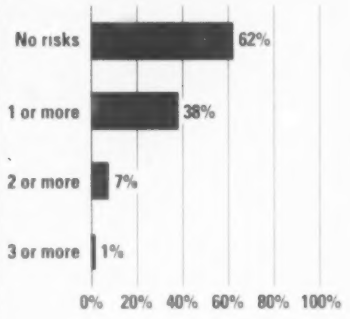


[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

TENNESSEE

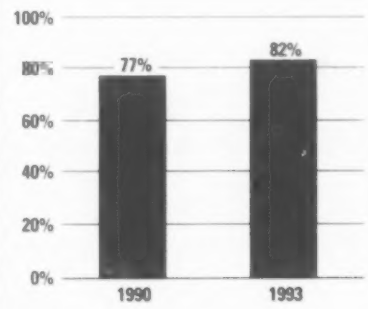
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	82	85
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	776	796
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	38%	38%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	74%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	37	46
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	77%	82%
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	20%	22% ns
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	10%	—
– Grade 8 (1992)	15%	—
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	14	17
– Mathematics	7	9
– Science	6	8
– Foreign languages	1	1
– Civics and government	2	2
– Economics	1	1
– Fine arts	2	2
– History	10	13

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update	
GOAL 4: Teacher Education and Professional Development			
Direct Measure of the Goal: Teacher Education			
• Percentage of public secondary school teachers who held (1991, 1994):[11]			
– an undergraduate or graduate degree in their main teaching assignment	59%	55%	ns
– a teaching certificate in their main teaching assignment	99%	98%	ns
Direct Measure of the Goal: Professional Development			
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]			
– uses of educational technology	56%	—	
– methods of teaching subject field	66%	—	
– in-depth study in subject field	25%	—	
– student assessment	49%	—	
Direct Measure of the Objectives: Teaching Diverse Student Populations			
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	8%	—	
Direct Measure of the Objectives: Teacher Support			
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	23%	27%	ns
GOAL 5: Mathematics and Science			
Direct Measure of the Goal: International Student Achievement Comparisons			
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]			
Taiwan=41% Korea=37% Switzerland=33%	15%	—	
Direct Measures of the Objectives: Strengthening Mathematics and Science Education			
• Percentage of public school 8th graders (1992):[16]			
a) whose teachers reported that they do these activities in mathematics class:			
– work in small groups at least once a week	38%	—	
– work with measuring instruments or geometric solids at least once a week	9%	—	

— Data not available.
ns Interpret with caution. Change was not statistically significant.

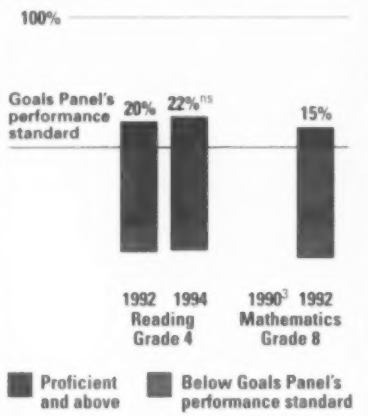
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

TENNESSEE

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)

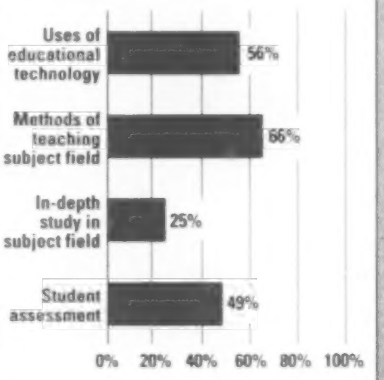


[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
[3] Data not available.
[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)

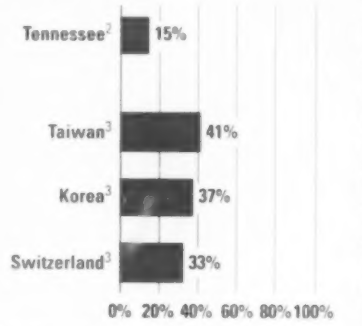


Source: National Center for Education Statistics and Westat, Inc., 1995

TENNESSEE

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 2 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	42%	—
– developing reasoning ability to solve unique problems	45%	—
– communicating mathematics ideas	43%	—
c) who have computers available in their mathematics classroom	18%	—
d) who use calculators in mathematics class at least once a week	37%	—
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	36%	39%
– minorities (Blacks, Hispanics, American Indians)	40%	39%
– females	32%	35%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	66%	65% ns
b) voting	52%	56% ns
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	46%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	5%	—
– marijuana	5%	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	22%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	17%	—
– cocaine	2%	—
b) Having five or more drinks in a row during the past 30 days	28%	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	18%	—
b) Did not go to school because student did not feel safe	4%	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	9%	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	15%	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	15%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	35%	48%
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	29%	29%
– public school principals	18%	13% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	6%	6%
– hiring new full-time teachers	3%	4% ns
– setting discipline policy	10%	13% ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.

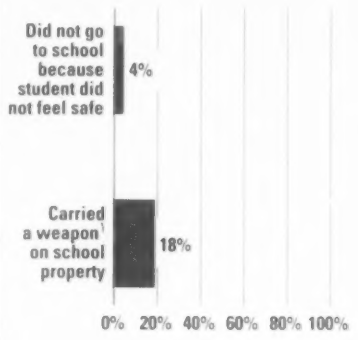
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

TENNESSEE

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

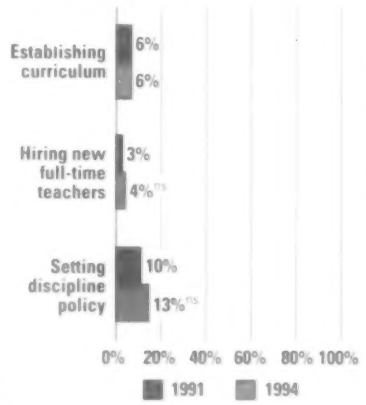


[1] Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



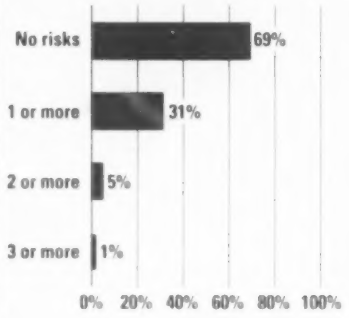
[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

TEXAS

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1992)

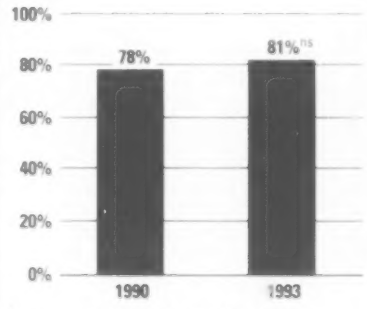


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	69	70
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	683	703
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	32%	31%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	71%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	29	33
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	78%	81% ns
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	5%	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	20%	22% ns
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	16%	—
– Grade 8 (1990, 1992)	16%	21%
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	13	23
– Mathematics	6	8
– Science	4	8
– Foreign languages	3	6
– Civics and government	2	4
– Economics	2	3
– Fine arts	<1	1
– History	4	6

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

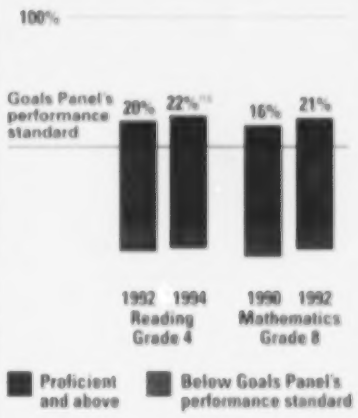
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	54%	51% ns
– a teaching certificate in their main teaching assignment	97%	96% ns
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	62%	—
– methods of teaching subject field	75%	—
– in-depth study in subject field	40%	—
– student assessment	57%	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	28%	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	22%	30%
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	21%	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	39%	55%
– work with measuring instruments or geometric solids at least once a week (1992)	8%	—

TEXAS

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)

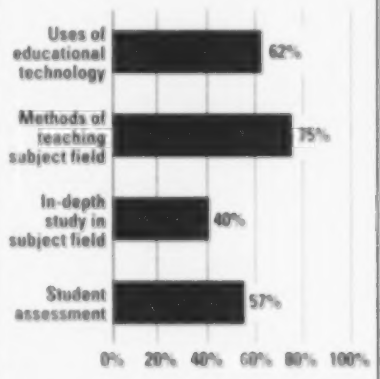


[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available
ns Interpret with caution. Change was not statistically significant.

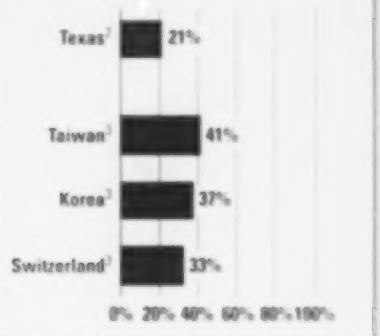
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

TEXAS

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)

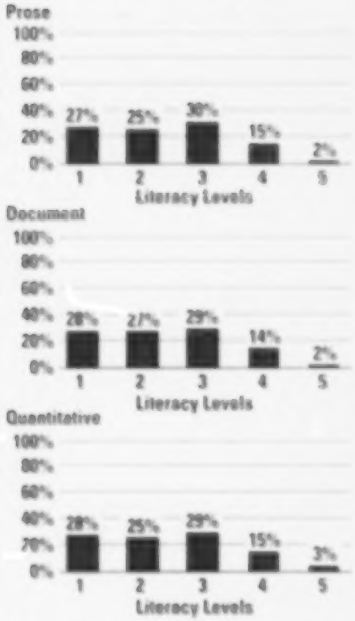


[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 3 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels[1] (1992)



[1] Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	52%	57% ns
– developing reasoning ability to solve unique problems	45%	61%
– communicating mathematics ideas	42%	49% ns
c) who have computers available in their mathematics classroom	13%	15% ns
d) who use calculators in mathematics class at least once a week	31%	64%
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993)[17]		
– all students	34%	37%
– minorities (Blacks, Hispanics, American Indians)	35%	37%
– females	29%	34%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	47%	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	71%	71%
b) voting	58%	61%
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	52%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	—	—

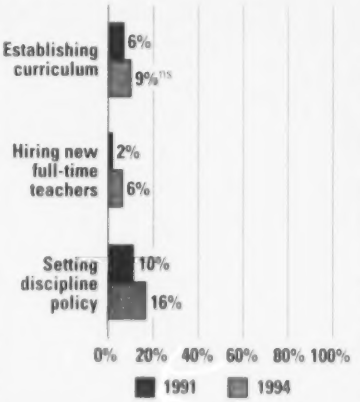
— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1990, 1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	—	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	14%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	41%	46% ns
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	32%	36% ns
– public school principals	22%	18% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	6%	9% ns
– hiring new full-time teachers	2%	6%
– setting discipline policy	10%	16%

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

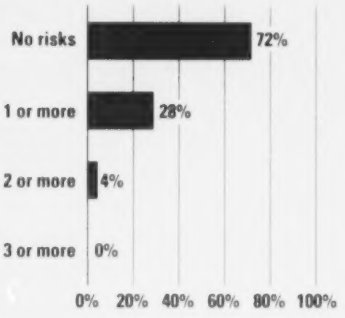
— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

UTAH

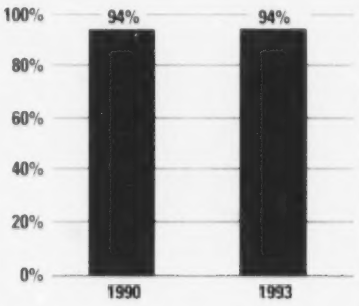
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	57	56
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	842	850
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	29%	28% ns
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	70%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	33	39
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	94%	94%
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	26%	25% ns
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	20%	—
– Grade 8 (1992)	27%	—
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	33	40
– Mathematics	23	28
– Science	22	30
– Foreign languages	3	3
– Civics and government	6	7
– Economics	1	1
– Fine arts	9	11
– History	36	33

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

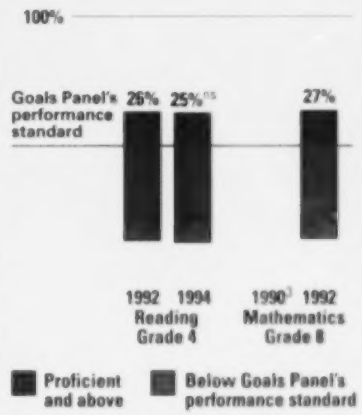
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	68%	62%
– a teaching certificate in their main teaching assignment	99%	97%
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	59%	—
– methods of teaching subject field	65%	—
– in-depth study in subject field	35%	—
– student assessment	43%	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	12%	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	32%	40%
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	27%	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	51%	—
– work with measuring instruments or geometric solids at least once a week	4%	—

UTAH

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)

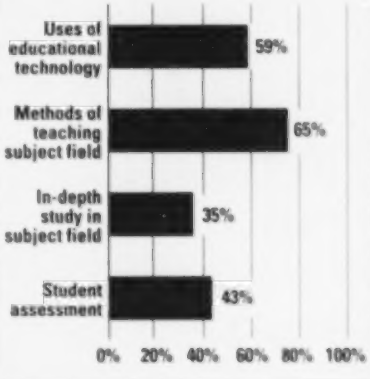


[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
[3] Data not available.
[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

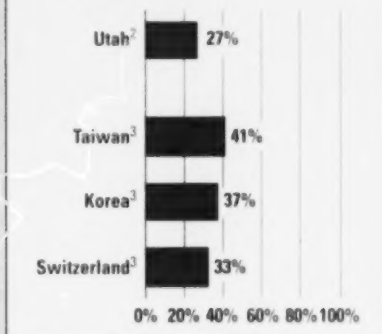
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

UTAH

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 2 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	59%	—
– developing reasoning ability to solve unique problems	49%	—
– communicating mathematics ideas	36%	—
c) who have computers available in their mathematics classroom	12%	—
d) who use calculators in mathematics class at least once a week	77%	—
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	41%	41%
– minorities (Blacks, Hispanics, American Indians)	47%	44%
– females	32%	32%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	78%	81% ns
b) voting	72%	74% ns
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	51%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	6%	—
– marijuana	3%	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	19%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

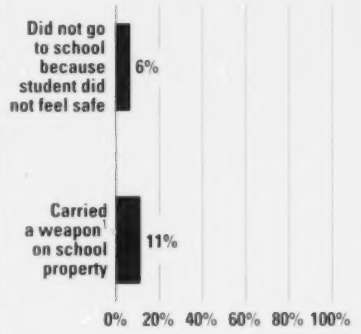
Measuring State Progress Toward the Goals and Objectives

UTAH

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1990, 1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	8%	7% ns
– cocaine	2%	2%
b) Having five or more drinks in a row during the past 30 days	19%	17% ns
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	11%	—
b) Did not go to school because student did not feel safe	6%	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	8%	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	15%	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	16%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	33%	54%
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	18%	19% ns
– public school principals	13%	14% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	5%	10% ns
– hiring new full-time teachers	2%	6%
– setting discipline policy	14%	29%

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

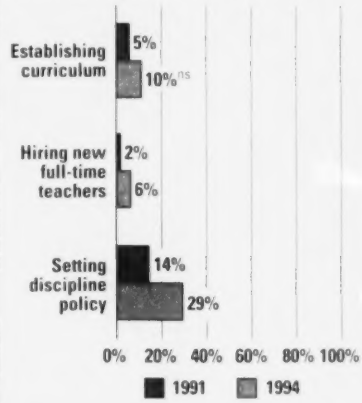


[1] Such as a gun, knife, or club

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

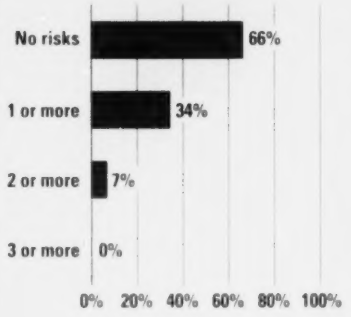
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

VERMONT

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1992)

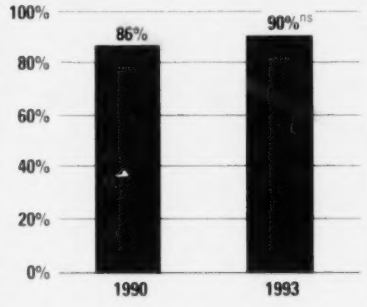


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	53	56
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	824	845
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	38%	34%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	88%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	43	43
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	86%	90% ns
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	—	—
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	—	—
– Grade 8 (1990, 1992)	—	—
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	18	19
– Mathematics	9	9
– Science	9	12
– Foreign languages	4	4
– Civics and government	0	<1
– Economics	0	<1
– Fine arts	1	2
– History	10	8

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

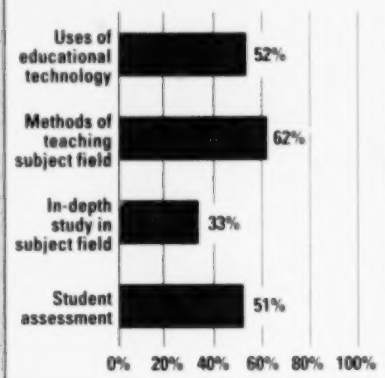
Measuring State Progress Toward the Goals and Objectives

VERMONT

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	71%	73% ns
– a teaching certificate in their main teaching assignment	99%	98% ns
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	52%	—
– methods of teaching subject field	62%	—
– in-depth study in subject field	33%	—
– student assessment	51%	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	23%	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	12%	12%
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	—	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	—	—
– work with measuring instruments or geometric solids at least once a week	—	—

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

VERMONT

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– developing reasoning ability to solve unique problems	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class at least once a week	—	—
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	44%	45%
– minorities (Blacks, Hispanics, American Indians)	43%	46%
– females	40%	42%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	79%	79%
b) voting	65%	71%
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	54%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

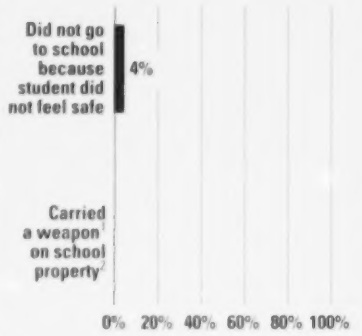
Measuring State Progress Toward the Goals and Objectives

VERMONT

	Baseline	Most Recent Update	
Overall			
• Percentage of public high school students who reported (1993):[23]			
a) Using the following at least once during the past 30 days:			
– marijuana	19%	—	
– cocaine	2%	—	
b) Having five or more drinks in a row during the past 30 days	31%	—	
Direct Measures of the Goal: Schools Free of Violence and Crime			
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]			
a) Carried a weapon such as a gun, knife, or club on school property	—	—	
b) Did not go to school because student did not feel safe	4%	—	
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	—	—	
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993):[26]	—	—	
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994):[27]	15%	—	
Direct Measure of the Goal: Disciplined Environments Conducive to Learning			
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):[28]	27%	44%	
GOAL 8: Parental Participation			
Direct Measures of the Goal: Parent-School Partnerships			
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]			
– public school teachers	10%	17%	
– public school principals	10%	6%	ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]			
– establishing curriculum	3%	7%	ns
– hiring new full-time teachers (1994)	*	12%	
– setting discipline policy	5%	13%	

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

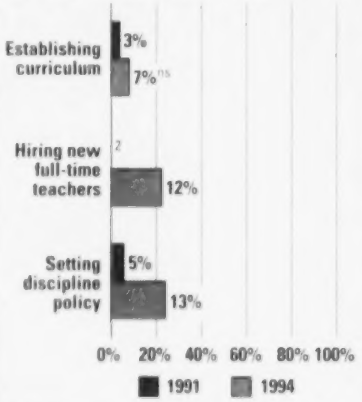


[1] Such as a gun, knife, or club.
[2] Data not available.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
[2] Data not reported due to small sample size.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

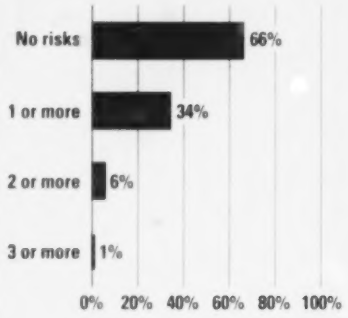
— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

VIRGINIA

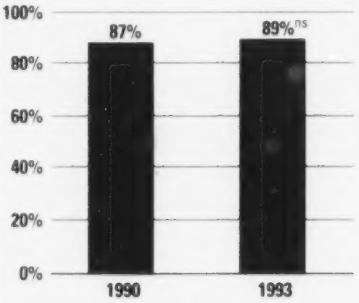
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	72	74
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	800	818
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	35%	34%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	81%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	38	43
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	87%	89% ns
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	28%	23% ns
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	19%	—
– Grade 8 (1990, 1992)	21%	23% ns
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	25	30
– Mathematics	16	18
– Science	12	19
– Foreign languages	8	10
– Civics and government	16	26
– Economics	1	1
– Fine arts	2	3
– History	21	25

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

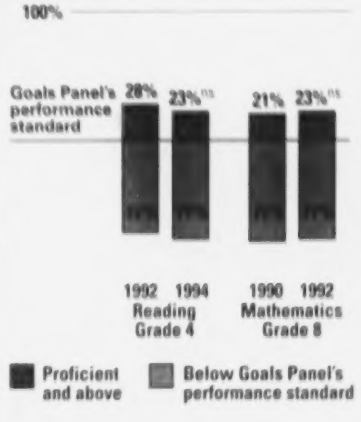
2nd

Measuring State Progress Toward the Goals and Objectives

VIRGINIA

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	72%	81%
– a teaching certificate in their main teaching assignment	97%	96% ns
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	51%	—
– methods of teaching subject field	63%	—
– in-depth study in subject field	29%	—
– student assessment	47%	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	11%	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	21%	30%
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	23%	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	48%	53% ns
– work with measuring instruments or geometric solids at least once a week (1992)	3%	—

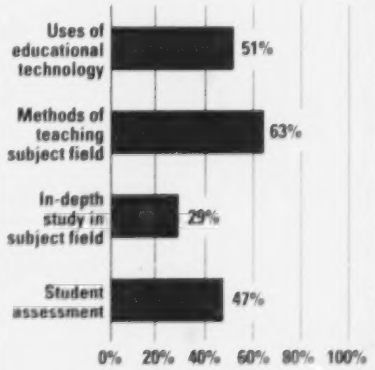
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)



[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development
Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

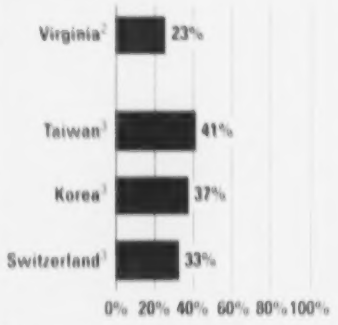
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages

See 1995 Goals Report for additional information.
See Appendix A for technical notes and sources.

VIRGINIA

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 2 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	52%	52%
– developing reasoning ability to solve unique problems	46%	48% ns
– communicating mathematics ideas	46%	47% ns
c) who have computers available in their mathematics classroom	19%	23% ns
d) who use calculators in mathematics class at least once a week	36%	40% ns
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	44%	48%
– minorities (Blacks, Hispanics, American Indians)	41%	43%
– females	39%	44%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	69%	68% ns
b) voting	60%	64% ns
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	51%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	—	—

— Data not available
ns Interpret with caution. Change was not statistically significant
* Data not reported due to small sample size
See page 23 for a Guide to Reading the State Pages
See *1995 Goals Report* for additional information
See Appendix A for technical notes and sources

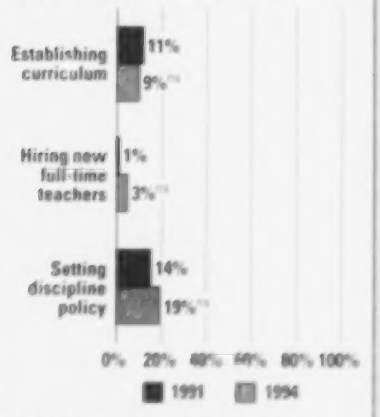
Measuring State Progress Toward the Goals and Objectives

VIRGINIA

	Baseline	Most Recent Update	
Overall			
• Percentage of public high school students who reported (1990, 1993):[23]			
a) Using the following at least once during the past 30 days:			
– marijuana	—	—	
– cocaine	—	—	
b) Having five or more drinks in a row during the past 30 days	—	—	
Direct Measures of the Goal: Schools Free of Violence and Crime			
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]			
a) Carried a weapon such as a gun, knife, or club on school property	—	—	
b) Did not go to school because student did not feel safe	—	—	
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	—	—	
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993):[26]	—	—	
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994):[27]	18%	—	
Direct Measure of the Goal: Disciplined Environments Conducive to Learning			
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):[28]	32%	55%	
GOAL 8: Parental Participation			
Direct Measures of the Goal: Parent-School Partnerships			
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]			
– public school teachers	22%	28%	ns
– public school principals	10%	13%	ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]			
– establishing curriculum	11%	9%	ns
– hiring new full-time teachers	1%	3%	ns
– setting discipline policy	14%	19%	ns

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



[1] On a 6 point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

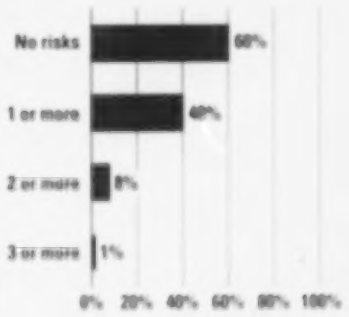
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

217

WASHINGTON

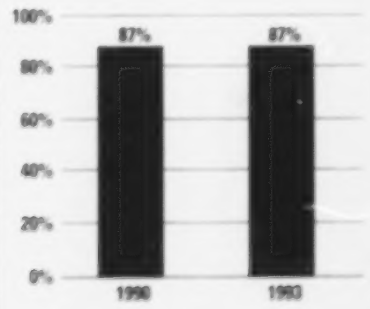
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	53	53
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	773	798
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	34%	40%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	74%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	43	51
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	87%	87%
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1994)	22%	—
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	—	—
– Grade 8 (1990, 1992)	—	—
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	13	13
– Mathematics	7	8
– Science	3	4
– Foreign languages	2	1
– Civics and government	1	1
– Economics	<1	<1
– Fine arts	<1	<1
– History	9	9

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.

See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

WASHINGTON

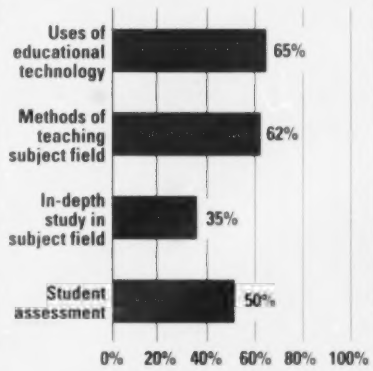
	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	65%	• 61% ns
– a teaching certificate in their main teaching assignment	99%	95%
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	65%	—
– methods of teaching subject field	62%	—
– in-depth study in subject field	35%	—
– student assessment	50%	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	23%	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	20%	23% ns
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	—	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	—	—
– work with measuring instruments or geometric solids at least once a week	—	—

Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)

[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
[3] Data not available.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development
Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

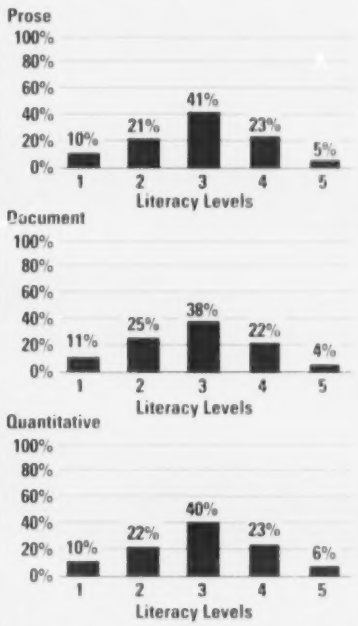
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

WASHINGTON

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– developing reasoning ability to solve unique problems	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class at least once a week	—	—
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	40%	41%
– minorities (Blacks, Hispanics, American Indians)	38%	40%
– females	36%	37%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	69%	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	71%	75% ns
b) voting	64%	69%
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	58%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	—	—

Adult Literacy
Percentage of all adults aged 16 and older scoring at five literacy levels[1] (1992)



[1] Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

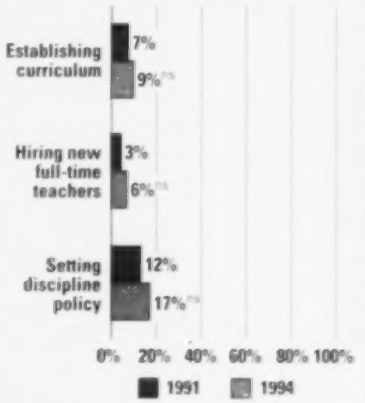
Measuring State Progress Toward the Goals and Objectives

WASHINGTON

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1990, 1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	—	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	16%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	39%	45% ns
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	22%	25% ns
– public school principals	16%	15% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	7%	9% ns
– hiring new full-time teachers	3%	6% ns
– setting discipline policy	12%	17% ns

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.

ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

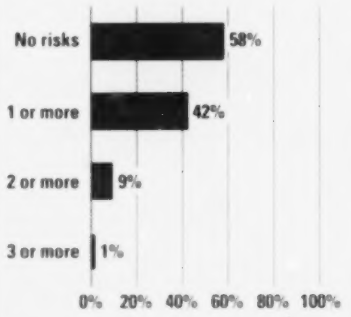
— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

WEST VIRGINIA

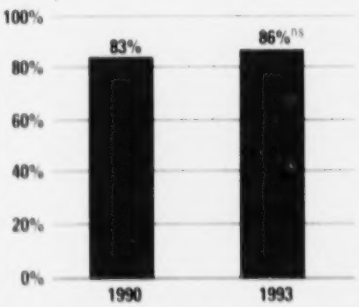
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	71	72
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	734	767
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	43%	42%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	66%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	43	61
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	83%	86% ns
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	22%	22%
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	13%	—
– Grade 8 (1990, 1992)	12%	13% ns
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	9	14
– Mathematics	4	5
– Science	3	4
– Foreign languages	<1	<1
– Civics and government	0	1
– Economics	<1	<1
– Fine arts	1	<1
– History	3	4

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

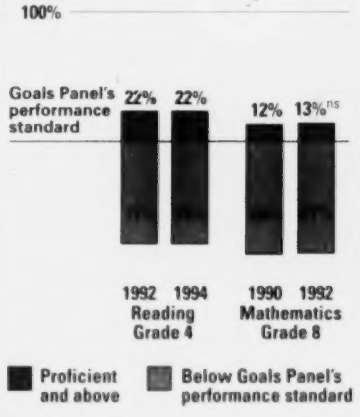
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update	
GOAL 4: Teacher Education and Professional Development			
Direct Measure of the Goal: Teacher Education			
• Percentage of public secondary school teachers who held (1991, 1994):[11]			
– an undergraduate or graduate degree in their main teaching assignment	66%	60%	ns
– a teaching certificate in their main teaching assignment	98%	99%	ns
Direct Measure of the Goal: Professional Development			
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]			
– uses of educational technology	50%	—	
– methods of teaching subject field	67%	—	
– in-depth study in subject field	29%	—	
– student assessment	55%	—	
Direct Measure of the Objectives: Teaching Diverse Student Populations			
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	8%	—	
Direct Measure of the Objectives: Teacher Support			
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	16%	15%	ns
GOAL 5: Mathematics and Science			
Direct Measure of the Goal: International Student Achievement Comparisons			
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]			
Taiwan=41% Korea=37% Switzerland=33%	13%	—	
Direct Measures of the Objectives: Strengthening Mathematics and Science Education			
• Percentage of public school 8th graders (1990, 1992):[16]			
a) whose teachers reported that they do these activities in mathematics class:			
– work in small groups at least once a week	39%	42%	ns
– work with measuring instruments or geometric solids at least once a week (1992)	3%	—	

WEST VIRGINIA

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)

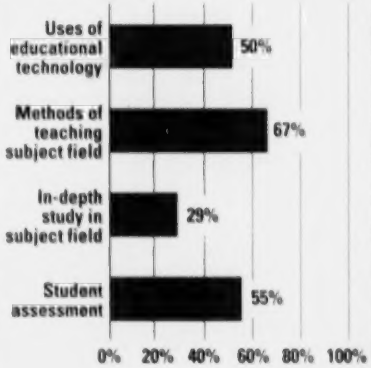


[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available
ns Interpret with caution. Change was not statistically significant.

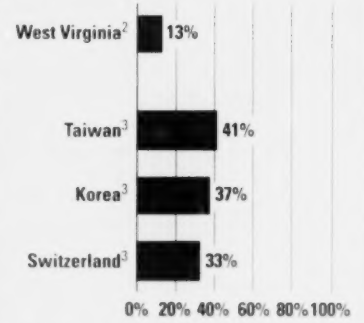
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

WEST VIRGINIA

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 2 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	41%	46% ns
– developing reasoning ability to solve unique problems	44%	47% ns
– communicating mathematics ideas	38%	38%
c) who have computers available in their mathematics classroom	26%	21% ns
d) who use calculators in mathematics class at least once a week	24%	43%
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	32%	33%
– minorities (Blacks, Hispanics, American Indians)	31%	33%
– females	29%	31%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	65%	65%
b) voting	53%	58% ns
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	49%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	8%	—
– marijuana	5%	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	26%	—

— Data not available
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1990, 1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	17%	18% ns
– cocaine	2%	2%
b) Having five or more drinks in a row during the past 30 days	42%	39% ns
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	14%	—
b) Did not go to school because student did not feel safe	4%	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such a a gun, knife, or club on school property during the past 12 months (1993):[25]	8%	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993):[26]	17%	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physally attacked them in the past 12 months (1994):[27]	13%	—
Direct Measure of the Goal: Disciplined Environmes Conducive to Learning		
• Percentage of public secondary school teachers who reped that student behavior interferes with their teaching (1991, 1994)	32%	43%
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnehips		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	23%	27% ns
– public school principals	12%	12%
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	8%	5% ns
– hiring new full-time teachers	*	*
– setting discipline policy	8%	15% ns

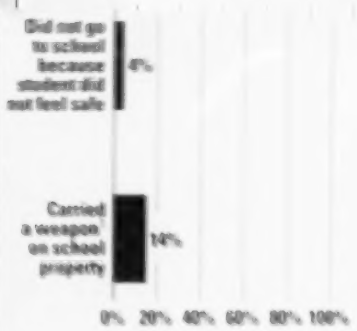
— Data not available
ns Interpret with caution. Change was not statistically significant.

* Data not reted due to small sample size
See page 23 fo Guide to Reading the State Pages

WEST VIRGINIA

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

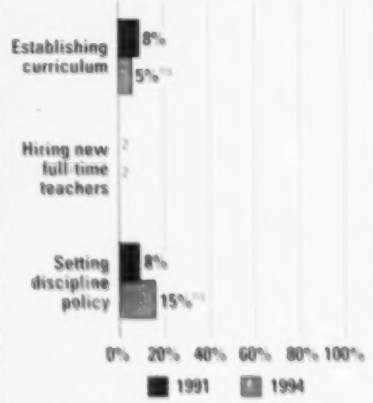


[1] Such as a gun, knife, or club

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
[2] Data not reported due to small sample size.
ns Interpret with caution. Change was not statistically significant.

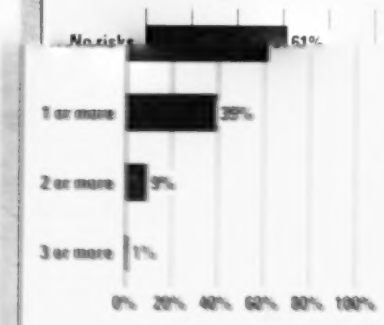
Source: National Center for Education Statistics and Westat, Inc., 1995

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

WISCONSIN

Measuring State Progress Toward the Goals and Objectives

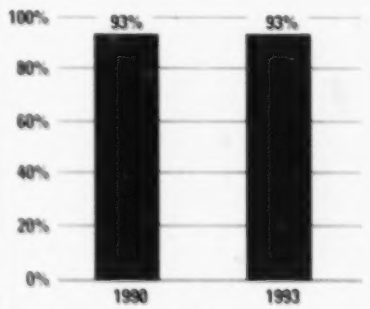
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

	Baseline	Most Recent Update	
GOAL 1: Ready to Learn			
Direct Measures of the Objectives: Children's Health and Nutrition			
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	59	59	
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	817	820	
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	42%	39%	
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	76%	—	
Direct Measure of the Objectives: Preschool Programs			
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	49	57	
GOAL 2: School Completion			
Direct Measure of the Goal: School Completion			
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	93%	93%	
Direct Measure of the Objectives: School Dropouts			
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—	
GOAL 3: Student Achievement and Citizenship			
Direct Measures of the Goal: Student Achievement			
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲			
– Grade 4 (1992, 1994)	29%	30%	ns
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]			
– Grade 4 (1992)	25%	—	
– Grade 8 (1990, 1992)	29%	32%	ns
Direct Measure of the Goal: Advanced Placement Performance			
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]			
– English	7	16	
– Mathematics	6	10	
– Science	4	7	
– Foreign languages	1	2	
– Civics and government	1	2	
– Economics	1	4	
– Fine arts	<1	1	
– History	5	9	

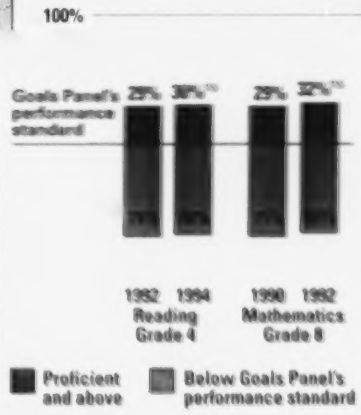
— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

WISCONSIN

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	79%	63%
– a teaching certificate in their main teaching assignment	98%	97% ns
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	50%	—
– methods of teaching subject field	58%	—
– in-depth study in subject field	29%	—
– student assessment	45%	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	7%	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	12%	18%
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	32%	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	43%	53% ns
– work with measuring instruments or geometric solids at least once a week (1992)	10%	—

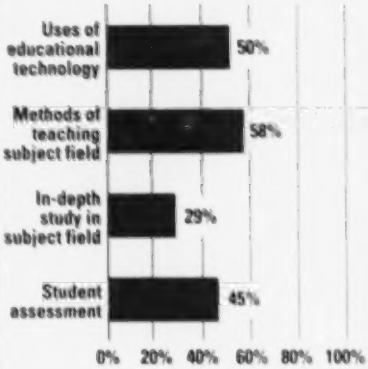
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)



[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development
Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

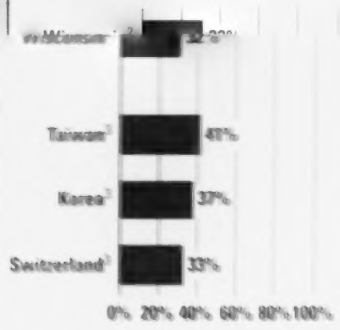
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

WISCONSIN

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 3 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	48%	48%
– developing reasoning ability to solve unique problems	38%	52%
– communicating mathematics ideas	24%	41%
c) who have computers available in their mathematics classroom	21%	16% ns
d) who use calculators in mathematics class at least once a week	65%	83%
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	41%	42%
– minorities (Blacks, Hispanics, American Indians)	39%	40%
– females	36%	37%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	86%	85% ns
b) voting	71%	76%
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	62%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	5%	—
– marijuana	4%	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	20%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

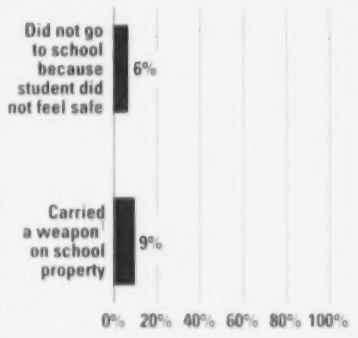
Measuring State Progress Toward the Goals and Objectives

WISCONSIN

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	11%	—
– cocaine	3%	—
b) Having five or more drinks in a row during the past 30 days	29%	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	9%	—
b) Did not go to school because student did not feel safe	6%	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	8%	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993):[26]	16%	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994):[27]	15%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):[28]	41%	51%
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	19%	21% ns
– public school principals	9%	9%
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	2%	4% ns
– hiring new full-time teachers	1%	5%
– setting discipline policy	10%	16% ns

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

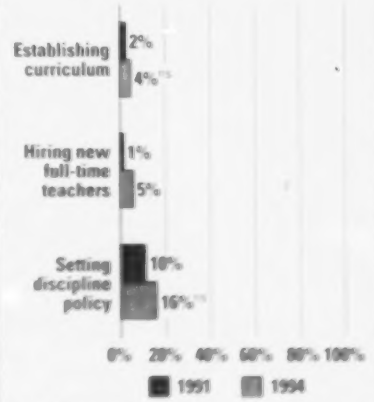


[1] Such as a gun, knife, or club

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

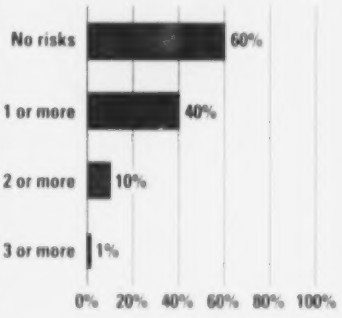
— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

WYOMING

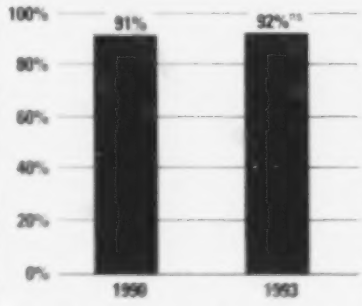
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	74	73
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	806	790
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	41%	40% ns
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	78%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	54	70
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	91%	92% ns
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard[8] ▲		
– Grade 4 (1992, 1994)	28%	26% ns
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard[9]		
– Grade 4 (1992)	19%	—
– Grade 8 (1990, 1992)	24%	26% ns
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995)[10]		
– English	9	10
– Mathematics	7	10
– Science	1	3
– Foreign languages	<1	1
– Civics and government	1	1
– Economics	0	<1
– Fine arts	0	1
– History	1	1

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	69%	72% [ns]
– a teaching certificate in their main teaching assignment	99%	99%
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	56%	—
– methods of teaching subject field	53%	—
– in-depth study in subject field	30%	—
– student assessment	46%	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	13%	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	13%	15% [ns]
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	26%	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	70%	58%
– work with measuring instruments or geometric solids at least once a week (1992)	8%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.

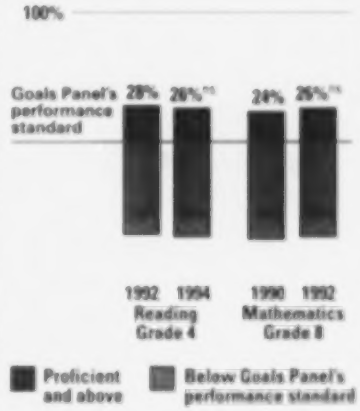
* Data not reported due to small sample size.
See page 21 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

WYOMING

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)

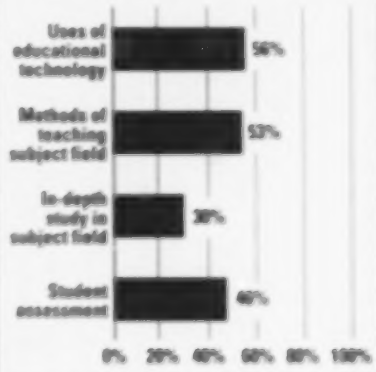


[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)

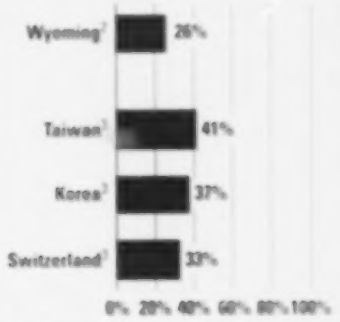


Source: National Center for Education Statistics and Westat, Inc., 1995

WYOMING

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 2 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	48%	47% ns
– developing reasoning ability to solve unique problems	37%	40% ns
– communicating mathematics ideas	37%	32% ns
c) who have computers available in their mathematics classroom	25%	18% ns
d) who use calculators in mathematics class at least once a week	54%	73%
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	40%	40%
– minorities (Blacks, Hispanics, American Indians)	43%	33%
– females	35%	33%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	68%	69% ns
b) voting	62%	65% ns
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	47%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

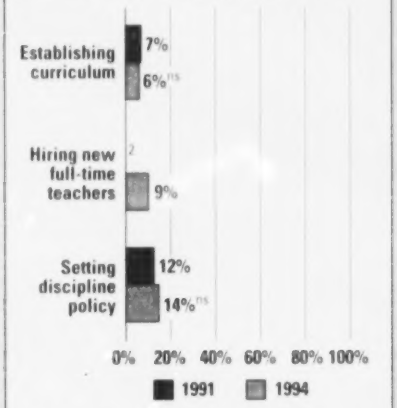
Measuring State Progress Toward the Goals and Objectives

WYOMING

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1990, 1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	—	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	11%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	28%	39%
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	15%	17% ns
– public school principals	7%	10% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	7%	6% ns
– hiring new full-time teachers	*	9%
– setting discipline policy	12%	14% ns

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
[2] Data not reported due to small sample size.
ns Interpret with caution. Change was not statistically significant.

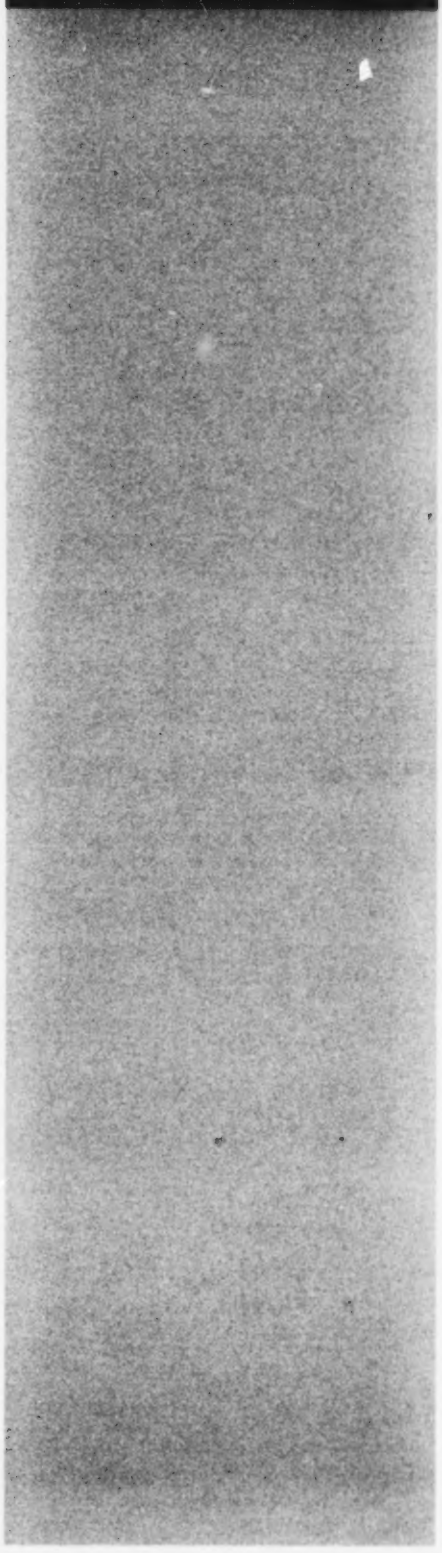
Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

AMERICAN SAMOA



Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	—	—
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	—	—
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	—	—
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	—	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	—	—
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	—	—
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	—	—
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	—	—
– Grade 8 (1990, 1992)	—	—
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	—	—
– Mathematics	—	—
– Science	—	—
– Foreign languages	—	—
– Civics and government	—	—
– Economics	—	—
– Fine arts	—	—
– History	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

AMERICAN SAMOA

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	—	—
– a teaching certificate in their main teaching assignment	—	—
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	—	—
– methods of teaching subject field	—	—
– in-depth study in subject field	—	—
– student assessment	—	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	—	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	—	—
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	—	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	—	—
– work with measuring instruments or geometric solids at least once a week	—	—

— Data not available
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

AMERICAN SAMOA

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize		
– Algebra and functions	—	—
– developing reasoning ability to solve unique problems	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class at least once a week	—	—
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	—	—
– minorities (Blacks, Hispanics, American Indians)	—	—
– females	—	—
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	—	—
b) voting	—	—
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	20%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	11%	—
– marijuana	6%	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	14%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

226

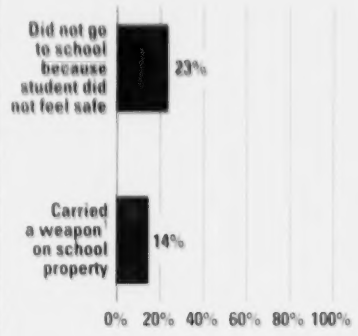
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Overall		
• Percentage[22] of public high school students who reported (1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	14%	—
– cocaine	2%	—
b) Having five or more drinks in a row during the past 30 days	23%	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	14%	—
b) Did not go to school because student did not feel safe	23%	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	15%	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993):[26]	39%	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994):[27]	—	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):[28]	—	—
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	—	—
– public school principals	—	—
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	—	—
– hiring new full-time teachers	—	—
– setting discipline policy	—	—

AMERICAN SAMOA

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



[1] Such as a gun, knife, or club

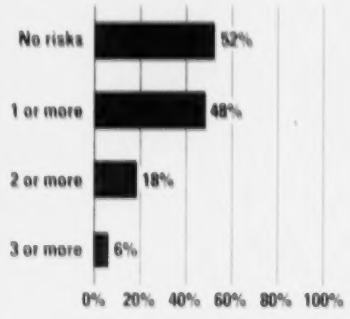
Source: Centers for Disease Control and Prevention, 1994

— Data not available
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

227

GUAM

Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	72	77
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	669	609
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	35%	48%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	—	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	—	—
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	—	—
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	6%	6%
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	5%	—
– Grade 8 (1990, 1992)	5%	7% ns
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	—	—
– Mathematics	—	—
– Science	—	—
– Foreign languages	—	—
– Civics and government	—	—
– Economics	—	—
– Fine arts	—	—
– History	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

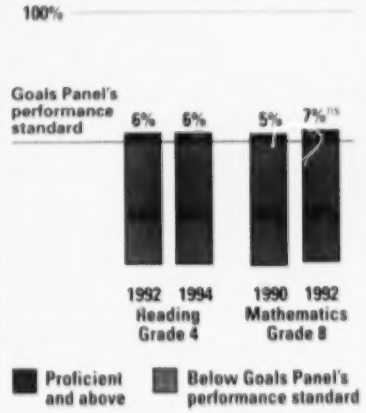
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	—	—
– a teaching certificate in their main teaching assignment	—	—
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	—	—
– methods of teaching subject field	—	—
– in-depth study in subject field	—	—
– student assessment	—	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	—	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	—	—
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	7%	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	33%	38%
– work with measuring instruments or geometric solids at least once a week (1992)	1%	—

GUAM

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)



[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
[15] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.

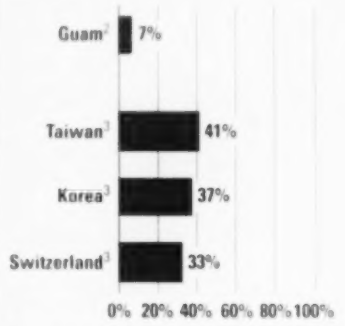
See page 23 for Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

GUAM

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 1 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	37%	28%
– developing reasoning ability to solve unique problems	15%	37%
– communicating mathematics ideas	19%	43%
c) who have computers available in their mathematics classroom	13%	<1%
d) who use calculators in mathematics class at least once a week	22%	26%
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	26%	14%
– minorities (Blacks, Hispanics, American Indians)	0%	33%
– females	24%	17%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	—	—
b) voting	—	—
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	51%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	—	—

— Data not available
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

GUAM

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1990, 1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993):[26]	—	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994):[27]	—	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):[28]	—	—
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	—	—
– public school principals	—	—
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	—	—
– hiring new full-time teachers	—	—
– setting discipline policy	—	—

— Data not available
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

NORTHERN MARIANAS

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	—	—
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	—	—
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	—	—
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	—	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	—	—
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	—	—
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	—	—
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	—	—
– Grade 8 (1990, 1992)	—	—
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	—	—
– Mathematics	—	—
– Science	—	—
– Foreign languages	—	—
– Civics and government	—	—
– Economics	—	—
– Fine arts	—	—
– History	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.

See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

NORTHERN MARIANAS

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	—	—
– a teaching certificate in their main teaching assignment	—	—
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	—	—
– methods of teaching subject field	—	—
– in-depth study in subject field	—	—
– student assessment	—	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	—	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	—	—
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	—	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	—	—
– work with measuring instruments or geometric solids at least once a week	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

NORTHERN MARIANAS

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– developing reasoning ability to solve unique problems	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class at least once a week	—	—
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	—	—
– minorities (Blacks, Hispanics, American Indians)	—	—
– females	—	—
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	—	—
b) voting	—	—
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	69%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	—	—

— Data not available
ns Interpret with caution. Change was not statistically significant

* Data not reported due to small sample size
See page 23 for a Guide to Reading the State Pages

See 1995 Goals Report for additional information
See Appendix A for technical notes and sources

Measuring State Progress Toward the Goals and Objectives

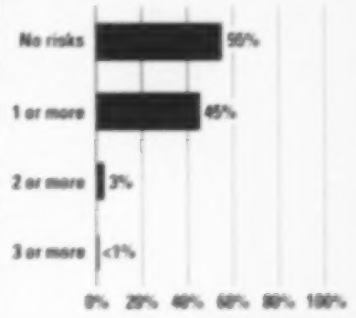
NORTHERN MARIANAS

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1990, 1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	—	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	—	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	—	—
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	—	—
– public school principals	—	—
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	—	—
– hiring new full-time teachers	—	—
– setting discipline policy	—	—

— Data not available
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

PUERTO RICO

Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	91	94
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	711	764
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	48%	45%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	—	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	—	—
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	—	—
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	—	—
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	—	—
– Grade 8 (1990, 1992)	—	—
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	—	—
– Mathematics	—	—
– Science	—	—
– Foreign languages	—	—
– Civics and government	—	—
– Economics	—	—
– Fine arts	—	—
– History	—	—

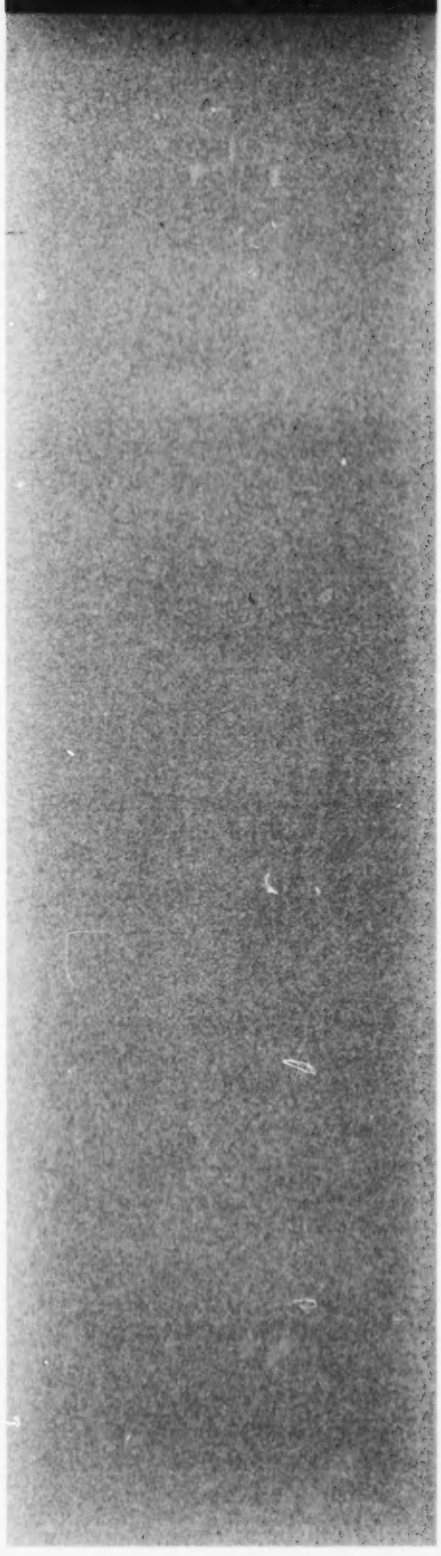
— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.

See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

PUERTO RICO



	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	—	—
– a teaching certificate in their main teaching assignment	—	—
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	—	—
– methods of teaching subject field	—	—
– in-depth study in subject field	—	—
– student assessment	—	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	—	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	—	—
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	—	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	—	—
– work with measuring instruments or geometric solids at least once a week	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

PUERTO RICO

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– developing reasoning ability to solve unique problems	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class at least once a week	—	—
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	31%	31%
– minorities (Blacks, Hispanics, American Indians)	31%	30%
– females	29%	28%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	—	—
b) voting	—	—
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	88%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

PUERTO RICO

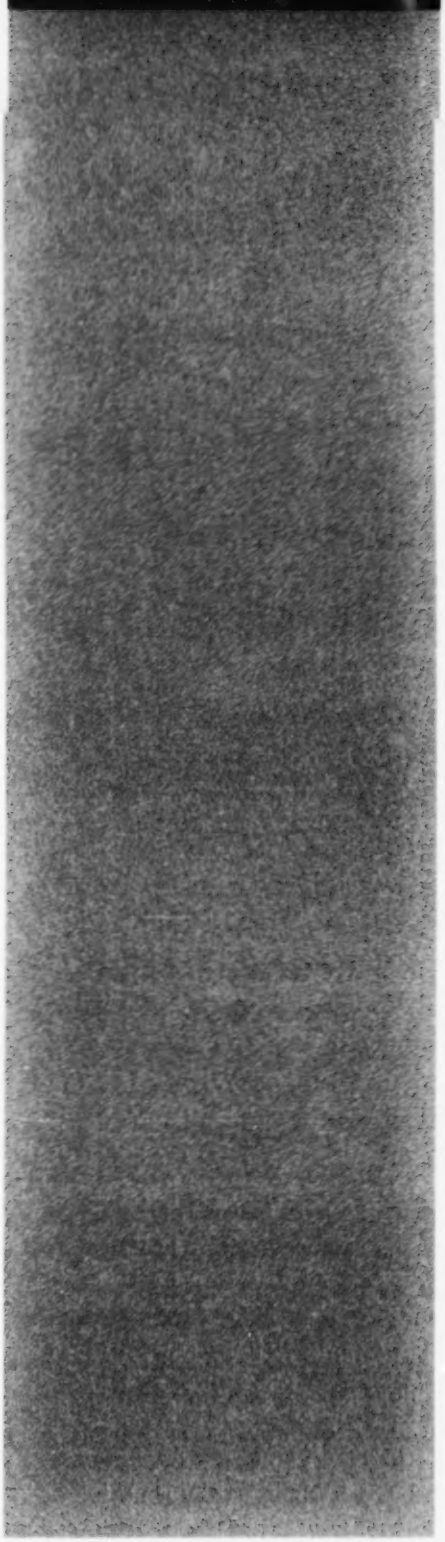
	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1991):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	4%	—
– cocaine	2%	—
b) Having five or more drinks in a row during the past 30 days	18%	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	—	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	—	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	—	—
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	—	—
– public school principals	—	—
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	—	—
– hiring new full-time teachers	—	—
– setting discipline policy	—	—

— Data not available
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

VIRGIN ISLANDS



Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	93	89
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	469	509
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	—	—
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	—	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	—	—
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	—	—
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	—	—
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	—	—
– Grade 8 (1990, 1992)	1%	1%
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	—	—
– Mathematics	—	—
– Science	—	—
– Foreign languages	—	—
– Civics and government	—	—
– Economics	—	—
– Fine arts	—	—
– History	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

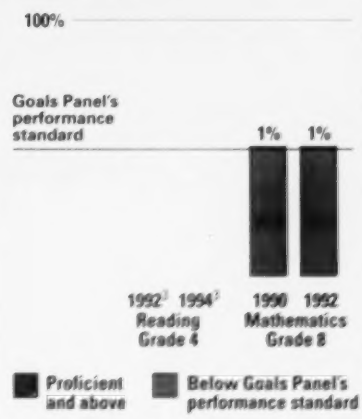
Measuring State Progress Toward the Goals and Objectives

VIRGIN ISLANDS

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	—	—
– a teaching certificate in their main teaching assignment	—	—
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	—	—
– methods of teaching subject field	—	—
– in-depth study in subject field	—	—
– student assessment	—	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	—	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	—	—
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	1%	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	53%	29%
– work with measuring instruments or geometric solids at least once a week (1992)	<1%	—

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)



[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
[3] Data not available.
[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

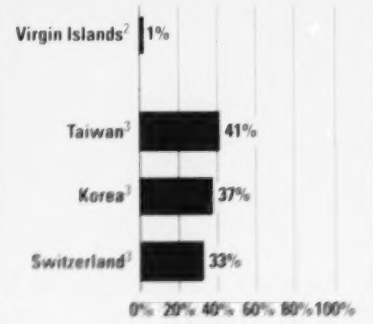
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

VIRGIN ISLANDS

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 1 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
[illegible]		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	47%	25%
– developing reasoning ability to solve unique problems	30%	58%
– communicating mathematics ideas	36%	60%
c) who have computers available in their mathematics classroom	1%	3%
d) who use calculators in mathematics class at least once a week	17%	39%
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	25%	20%
– minorities (Blacks, Hispanics, American Indians)	23%	20%
– females	23%	17%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	—	—
b) voting	—	—
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	36%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	27%	—

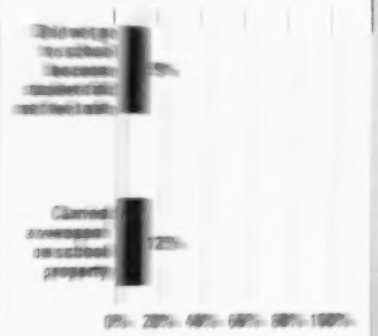
— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objective

VIRGIN ISLANDS

	Baseline	Most Recent Update
• Percentage of public high school students who reported (1993):[23]		
a) Using the following at least once during the past 30 day		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days		—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	12%	—
b) Did not go to school because student did not feel safe	9%	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	12%	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	15%	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	—	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):[28]	—	—
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	—	—
– public school principals	—	—
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	—	—
– hiring new full-time teachers	—	—
– setting discipline policy	—	—

School Safety
Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



[1] Such as a gun, knife, or club

Source: Centers for Disease Control and Prevention, 1994

— Data not available
ns Interpret with caution. Change was not statistically significant
* Data not reported due to small sample size
See page 23 for a Guide to Reading the State Pages

See *1995 Goals Report* for additional information
See Appendix A for technical notes and sources

Appendices

2000

1995

Appendix A: Technical Notes and Sources

General Information

Accuracy of Data

The accuracy of any statistic is determined by the joint effects of "sampling" and "nonsampling" errors. Estimates based on a sample will differ somewhat from the figures that would have been obtained if a complete census had been taken using the same survey instruments, instructions, and procedures. In addition to such sampling errors, all surveys, both universe and sample, are subject to design, reporting, and processing errors and errors due to nonresponse. To the extent possible, these nonsampling errors are kept to a minimum by methods built into the survey procedures. In general, however, the effects of nonsampling errors are more difficult to gauge than those produced by sampling variability.

Sampling Errors

The samples used in surveys are selected from a large number of possible samples of the same size that could have been selected using the same sample design. Estimates derived from the different samples would differ somewhat from each other. The difference between a sample estimate and the average of all possible samples is called the sampling deviation. The standard error of a survey estimate is a measure of the variation among the estimates from all possible samples and, thus, is a measure of the precision with which an estimate from a particular sample approximates the average result of all possible samples.

The sample estimate and an estimate of its standard error permit us to construct interval estimates with prescribed confidence that the interval includes the average result of all possible samples. If all possible samples were selected under essentially the same conditions and an estimate and its estimated standard error were calculated from each sample, then: 1) approximately 2/3 of the intervals from one standard error below the estimate to one standard error above the estimate would include the average value of the possible samples; and 2) approximately 19/20 of the intervals from two standard errors above the estimate to two standard errors below the estimate would include the average value of all possible samples. We call an interval from two standard errors below the estimate to two standard errors above the estimate a 95 percent confidence interval.

Analysis of standard errors can help assess how valid a comparison between two estimates might be. The standard error of a difference between two independent sample estimates is equal to the square root of the sum of the squared standard errors of the estimates. The standard error (se) of the difference between independent sample estimates "a" and "b" is:

$$se_{a-b} = \sqrt{se_a^2 + se_b^2}$$

Nonsampling Errors

Universe and sample surveys are subject to nonsampling errors. Nonsampling errors can occur when respondents or interviewers interpret questions differently, when respondents must estimate values, or when coders, keyers, and other processors handle answers differently, when persons who should be included in the universe are not, or when persons fail to respond (completely or partially). Nonsampling errors usually, but not always, result in an understatement of total survey error and thus an overstatement of the precision of survey estimates. Since estimating the magnitude of nonsampling errors often would require special experiments or access to independent data, these magnitudes are seldom available.

Goal 1: Ready to Learn

[1] The numbers of cases reported as "not stated" were distributed among the reporting categories.

Source: U.S. Department of Health and Human Services, *Vital Statistics of the United States, 1990 and 1992, Vol. I, Natality* (Washington, D.C.: National Center for Health Statistics, in press), calculations by Westat, Inc.

[2] Prenatal care refers to the first visit to health care services during pregnancy.

The numbers of cases reported as "not stated" were distributed among the reporting categories.

Source: U.S. Department of Health and Human Services, *Vital Statistics of the United States, 1990 and 1992, Vol. I, Natality* (Washington, D.C.: National Center for Health Statistics, in press), calculations by Westat, Inc.

[3] The percentages of infants at risk are based on the number of births used to calculate the health index, not the actual number of births. The percentage of complete and usable birth records used to calculate the 1992 health index varied from a high of 99.78 to a low of 74.28. Four states (California, Indiana, New York, and South Dakota) did not collect information on all four risks in 1992; five states (California, Indiana, New York, Oklahoma, and South Dakota) did not collect information on all four risks in 1990.

Source: Nicholas Zill and Christine Winquist Nord of Westat, Inc., developed the concept of the Children's Health Index. Stephanie Ventura and Sally Clarke of the National Center for Health Statistics provided the special tabulations of the 1990 and 1992 birth certificate data needed to produce the indexes, late 1995.

[4] **Source:** Data from the 1992 National Immunization Survey, Centers for Disease Control and Prevention, *Morbidity and Mortality Weekly Report*, August 25, 1995, 620.

[5] The Individuals with Disabilities Education Act (IDEA) supports the improvement of services for very young children with disabilities through several programs, including the Program for Infants and Toddlers with Disabilities (Part H), the Preschool Grants Program (Section 619 of Part B), and the Early Education Program for Children with Disabilities (Section 623 of Part C). The Congressional mandate required states to have a mandate in place by school year 1991-92 that ensures a free appropriate education (FAPE) for all eligible 3- to 5-year-old children with disabilities.

Data are based on state information submitted to the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) on the number of children with disabilities served under IDEA Part B and Chapter 1 ECIA State-Operated Programs (SOP) programs.

Sources: U.S. Department of Education, *Fourteenth Annual Report to Congress on the Implementation of The Individuals with Disabilities Education Act* (Washington, D.C.: Office of Special Education and Rehabilitative Services, 1992), calculations by Westat, Inc.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System, unpublished tabulations prepared by Westat, Inc., October 1994.

Goal 2: School Completion

[6] The high school completion rates for 18- to 24-year-olds are computed as a percentage of the non-high school enrolled population at these ages who possess a high school credential (either a high school diploma or an alternative credential, such as a General Educational Development (GED) certificate, Individual Education Plan (IEP) credential, or certificate of attendance). Because of small sample sizes, the state-level completion data are calculated using three-year averages.

Source: Data from the 1989 through 1994 October Current Population Surveys, unpublished tabulations prepared by the National Center for Education Statistics and Management Planning Research Associates, Inc., August 1995.

[7] The 1991-92 school year was the first year that state-reported school district level data on the numbers and types of dropouts in the Common Core of Data (CCD) Agency Universe Survey. The CCD defined a dropout as an individual who: (1) was enrolled in school at some time during the previous school year; (2) was not enrolled on October 1 of the current school year; (3) has not graduated from high school or completed a state- or district-approved educational program; and (4) does not meet any exclusionary conditions. For the 1991-92 school year, 14 states reported data that were considered to meet the CCD standards to allow publication of their dropout data.

Source: Lee M. Hoffman, *State Dropout Data Collection Practices: 1991-92 School Year* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1995).

Goal 3: Student Achievement and Citizenship

[8] National Assessment of Educational Progress (NAEP)

NAEP is a survey of the educational achievement of American students and changes in that achievement across time. Since 1969, NAEP has assessed the achievement of national samples of 9-, 13-, and 17-year-old students in public and private schools. In 1983, it expanded the samples so that grade-level results could be reported.

The assessments, conducted annually until the 1979-80 school year and biennially since then, have included periodic measures of student performance in reading, mathematics, science, writing, U.S. history, civics, geography, and other subject areas. NAEP also collects demographic, curricular, and instructional background information from students, teachers, and school administrators.

In 1988, Congress added a new dimension to NAEP by authorizing, on a trial basis, voluntary participation of public schools in state-level assessments.

National Assessment Governing Board (NAGB) Achievement Levels

The NAEP data shown under Goal 3 should be interpreted with caution. The Goals Panel's performance standard classifies student performance according to achievement levels devised by the National Assessment Governing Board. These achievement level data have been previously reported by the National Center for Education Statistics (NCES). Students with NAEP scores falling below the Goals Panel's performance standard have been classified as "Basic" or below; those above have been classified as "Proficient" or "Advanced."

The NAGB achievement levels represent a useful way of categorizing overall performance on the NAEP. They are also consistent with the Panel's efforts to report such performance against a high-criterion standard. However, both NAGB and the Commissioner of NCES regard the achievement levels as developmental; the reader of this Report is advised to interpret the achievement levels with caution.

NAGB has established standards for reporting the results of the National Assessment of Educational Progress. This effort has resulted in three achievement levels: basic, proficient, and advanced. The NAGB achievement levels are reasoned judgements of what students should know and be able to do. They are attempts to characterize overall student performance in particular subject matter. Readers should exercise caution, however, in making particular inferences about what students at each level actually know and can do. A NAEP assessment is a complex picture of student achievement and applying external standards for performance is a difficult task. Evaluation studies completed and under way have raised questions about the degree to which the standards in the NAGB achievement levels are actually reflected in an assessment and, hence, the degree to which inferences about actual performance can be made from these achievement levels. The Goals Panel acknowledges these limitations but believes that, used with caution, these levels convey important information about how American students are faring in reaching Goal 3.

Basic: *This level, below proficient, denotes partial mastery of knowledge and skills that are fundamental for proficient work at each grade — 4, 8, and 12.* For twelfth grade, this is higher than minimum competency skills (which are normally taught in elementary and junior high school) and covers significant elements of standard high-school-level work.

Proficient: *This central level represents solid academic performance for each grade tested — 4, 8, and 12.* It reflects a consensus that students reaching this level have demonstrated competency over challenging subject matter and are well prepared for the next level of schooling. At grade 12, the proficient level encompasses a body of subject-matter knowledge and analytical skills, of cultural literacy and insight, that all high school graduates should have for democratic citizenship, responsible adulthood, and productive work.

Advanced: *This higher level signifies superior performance beyond proficient grade-level mastery at grades 4, 8, and 12.* For twelfth grade, the advanced level shows readiness for rigorous college courses, advanced training, or employment requiring advanced academic achievement.

In 1992, 43 jurisdictions (states and territories) participated in the 4th grade reading assessments. In 1994, 44 jurisdictions participated in the voluntary program. However, two states, Idaho and Michigan,

did not meet the minimum school participation guidelines for public schools; therefore, their school results were not released. Also, Washington, D.C. withdrew from the Trial State Assessment after the data collection phase. It should also be noted that Montana, Nebraska, New Hampshire, Pennsylvania, Rhode Island, Tennessee, and Wisconsin did not satisfy one of the guidelines for school sample participation rates.

Reading achievement results for 1992 and 1994 should be interpreted with caution. Figures are based on data previously released by NCES, and data are undergoing revision. The revised data are being reported by NCES in the revised *1994 NAEP Reading: A First Look* and will be reported in the *1996 National Education Goals Report*.

Sources: Ina V.S. Mullis, Jay Campbell, and Alan J. Farstrup, *NAEP 1992 Reading Report Card for the Nation and the States: Data from the National and Trial State Assessments* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1993).

Paul Williams, Clyde Reese, Jay Campbell, John Mazzeo, and Gary Phillips, *1994 NAEP Reading: A First Look* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1995), 23.

[9] See technical notes regarding NAEP and NAGB under footnote 8.

Forty jurisdictions (states and territories) participated in the 1990 trial mathematics assessment and 44 jurisdictions participated in the 1992 state mathematics assessments of 4th and 8th graders.

Source: Ina V.S. Mullis, John A. Dossey, Eugene H. Owen, and Gary W. Phillips, *NAEP 1992 Mathematics Report Card for the Nation and the States: Data from the National and Trial State Assessments* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1993), 9-10.

[10] The Advanced Placement program, sponsored by The College Board, provides a way for high schools to offer college-level coursework to students. At present, one or more course descriptions, examinations, and sets of curricular materials are available in art, biology, chemistry, computer science, economics, English, French, German, government and politics, history, Latin, mathematics, music, physics, and Spanish. Advanced Placement examinations, which are given in May, are graded on a five-point scale: 5 – extremely well qualified; 4 – well qualified; 3 – qualified; 2 – possibly qualified; and 1 – no recommendation. Grades of 3 and above generally are accepted for college credit and advanced placement at participating colleges and universities.

For this Report:

English includes English Language & Composition and English Literature & Composition; Science includes Biology, Chemistry, Physics B, Physics C — Mechanics, and Physics C — Electricity and Magnetism; Mathematics includes Calculus AB and Calculus BC; History includes U.S. History and European History; Foreign Language includes French Language, French Literature, Spanish Language, Spanish Literature, and German; Fine Arts includes Art History, Studio Art (Drawing and General), and Music Theory; Economics includes Macro-economics and Micro-economics; and Government includes U.S. Government and Politics and Comparative Government and Politics.

The number of Advanced Placement examinations graded 3 or above per 1,000 11th and 12th graders is presented in this Report. The number of 11th and 12th graders includes public and private students. The enrollment figures were arrived at by multiplying the public enrollment by a private-enrollment adjustment factor.

Source: The College Board, Advanced Placement Program, Results from the 1991 and 1995 Advanced Placement Examinations, unpublished tabulations, August 1991 and August 1995.

Goal 4: Teacher Education and Professional Development

[11] Only secondary school teachers whose main assignment was in mathematics, science, English, social studies, fine arts, foreign language, and special education were included in the analysis of whether a teacher had a degree in his/her main assignment.

The subject areas used for teacher's main assignment were defined using the following assignment categories:

Mathematics: mathematics
Science: biology/life science, chemistry, geology/earth science/space science, physics, and general and all other science

English: English/language arts and reading
Social studies: social studies/social science
Fine arts: art, dance, drama/theater, and music
Foreign language: French, German, Latin, Russian, Spanish, and other foreign language
Special education: general special education, emotionally disturbed, mentally retarded, speech/language impaired, deaf and hard-of-hearing, orthopedically impaired, severely handicapped, specific learning disabilities, and other special education

The subject areas used for teacher's degree were defined using the following training categories:

Mathematics: mathematics and mathematics education
Science: biology/life science, chemistry, geology/earth science/space science, physics, general and all other science, and science education
English: English, English education, and reading education
Social studies: social studies/social sciences education, economics, history, political science, psychology, public affairs and services, sociology, and other social sciences
Fine arts: art education, art (fine and applied), drama/theater, music, and music education
Foreign language: French, German, Latin, Russian, Spanish, other foreign language, and foreign language education
Special education: general special education, emotionally disturbed, mentally retarded, speech/language impaired, deaf and hard-of-hearing, orthopedically impaired, severely handicapped, specific learning disabilities, and other special education

A secondary teacher is one who, when asked for the grades taught, checked:

- "Ungraded" and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment other than prekindergarten, kindergarten, or general elementary; or
- 9th grade or higher, or 9th grade or higher and "ungraded"; or
- 7th and 8th grades only, and reported a primary assignment other than kindergarten, general elementary, or special education; or
- 7th and 8th grades only, and reported a primary assignment of special education and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, or 7th and 8th grades only, and was not categorized above as either elementary or secondary.

Certificate refers to any certificate including advanced professional, regular or standard, provisional, probationary, temporary, and emergency certificates. Few states require certification of private school teachers.

All secondary teachers, regardless of the subject of their main assignment, were included in the analysis of the percentage of teachers with a credential in their main assignment.

Source: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

[12] **Source:** U.S. Department of Education, National Center for Education Statistics, Public School Teacher Survey of the Schools and Staffing Survey, 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

[13] **Source:** *Ibid.*

[14] **Source:** U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

Goal 5: Mathematics and Science

[15] International comparisons have been drawn between countries participating in the 1991 International Assessment of Educational Progress (IAEP) and states participating in the 1992 NAEP. Representative samples of 9- and 13-year-old students were tested in mathematics in 20 countries. Those countries decided to adopt the 1990 NAEP objectives in mathematics as a blueprint for the construction of the IAEP mathematics assessment. Even with differences in the target population and timing, there was substantial overlap between the NAEP and the IAEP.

By linking the IAEP scale to the NAEP scale it is possible to predict the percentages of 13-year-olds in each of the 20 countries that participated in the 1991 IAEP in mathematics who would have performed at or above each of the three achievement levels established by the NAGB for U.S. students. These predictions can then be compared with actual performance of U.S. eighth graders in public schools in the 1992 mathematics assessment with respect to these same criteria. For this Report, the highest scoring countries (Korea, Switzerland, and Taiwan) were selected for comparison to the United States. Mathematics data are presented only for the 42 states and territories that participated in the 1992 NAEP. See technical notes for Goal 3 regarding NAEP and NAGB under footnotes 8 and 9.

Source: Peter Pashley and Gary W. Phillips, *Toward World-Class Standards: A Research Study Linking International and National Assessments* (Princeton, N.J.: Educational Testing Service, June 1993), 25-30.

16 **Source:** National Center for Education Statistics, *Data Compendium for the NAEP 1992 Mathematics Assessment of the Nation and the States* (Washington, D.C.: U.S. Department of Education, May 1993), 488, 501, 447-449, 452-459, 569, 555-556.

17 Data include only U.S. citizens and resident aliens on permanent visas, and include institutions in U.S. Territories. Minorities are defined as Blacks, Hispanics, and American Indians/Alaskan Natives.

Mathematical sciences is the only field of study included in the mathematics category for this Report. Fields of study in the science category for this Report include: engineering; physical sciences; geosciences; computer science; life sciences (includes medical and agricultural sciences); social sciences; and science and engineering technologies (includes health technologies).

Source: Higher Education General Information Survey (HEGIS, 1977, 1979, 1981, and 1985) and the Integrated Postsecondary Education Data System (IPEDS 1987, 1989-92), which are conducted by the National Center for Education Statistics. The data were analyzed by Westat, Inc., using the National Science Foundation's CASPAR Database System, Version 4.4, August 1995.

Goal 6: Adult Literacy and Lifelong Learning

18 The Department of Education and the Educational Testing Service (ETS) characterized the literacy of America's adults in terms of three "literacy scales" representing distinct and important aspects of literacy; prose, document, and quantitative literacy. Each of the literacy scales, which range from 0 to 500, are as follows:

Prose literacy – the knowledge and skills needed to understand and use information from texts that include editorials, news stories, poems, and fiction; for example, finding a piece of information in a newspaper article, interpreting instructions from a warranty, inferring a theme from a poem, or contrasting views expressed in an editorial.

Level 1 – Most of the tasks in this level require the reader to read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. If plausible but incorrect information is present in the text, it tends not to be located near the correct information.

Level 2 – Some tasks in this level require readers to locate a single piece of information in the text; however, several distractors or plausible but incorrect pieces of information may be present, or low-level inferences may be required. Other tasks require the reader to integrate two or more pieces of information or to compare and contrast easily identifiable information based on a criterion provided in the question or directive.

Level 3 – Tasks in this level tend to require readers to make literal or synonymous matches between the text and information given in the task, or to make matches that require low-level inferences. Other tasks ask readers to integrate information from dense or lengthy text that contains no organizational aids such as headings. Readers may also be asked to generate a response based on information that can be easily identified in the text. Distracting information is present, but is not located near the correct information.

Level 4 – These tasks require readers to perform multiple-feature matches and to integrate or synthesize information from complex or lengthy passages. More complex inferences are needed to perform successfully. Conditional information is frequently present in tasks at this level and must be taken into consideration by the reader.

Level 5 – Some tasks in this level require the reader to search for information in dense text which contains a number of plausible distractors. Others ask readers to make high-level inferences or use spe-

cialized background knowledge. Some tasks ask readers to contrast complex information.

Document literacy – the knowledge and skills required to locate and use information contained in materials that include job applications, payroll forms, transportation schedules, maps, tables, and graphs; for example, locating a particular intersection on a street map, using a schedule to choose the appropriate bus, or entering information on an application form.

Level 1 – Tasks in this level tend to require the reader either to locate a piece of information based on a literal match or to enter information from personal knowledge onto a document. Little, if any, distracting information is present.

Level 2 – Tasks in this level are more varied than those in Level 1. Some require the readers to match a single piece of information; however, several distractors may be present, or the match may require low-level inferences. Tasks in this level may also ask the reader to cycle through information in a document or to integrate information from various parts of a document.

Level 3 – Some tasks in this level require the reader to integrate multiple pieces of information from one or more documents. Others ask readers to cycle through rather complex tables or graphs which contain information that is irrelevant or inappropriate to the task.

Level 4 – Tasks in this level, like those at the previous levels, ask readers to perform multiple-feature matches, cycle through documents, and integrate information; however, they require a greater degree of inferencing. Many of these tasks require readers to provide numerous responses but do not designate how many responses are needed. Conditional information is also present in the document tasks at this level and must be taken into account by the reader.

Level 5 – Tasks in this level require the reader to search through complex displays that contain multiple distractors, to make high-level text-based inferences, and to use specialized knowledge.

Quantitative literacy – the knowledge and skills required to apply arithmetic operations, either alone or sequentially, using numbers embedded in printed materials; for example, balancing a checkbook, figuring out a tip, completing an order form, or determining the amount of interest from a loan advertisement.

Level 1 – Tasks in this level require readers to perform single, relatively simple arithmetic operations, such as addition. The numbers to be used are provided and the arithmetic operation to be performed is specified.

Level 2 – Tasks in this level typically require readers to perform a single operation using numbers that are either stated in the task or easily located in the material. The operation to be performed may be stated in the question or easily determined from the format of the material (for example, an order form).

Level 3 – In tasks in this level, two or more numbers are typically needed to solve the problem, and these must be found in the material. The operation(s) needed can be determined from the arithmetic relation terms used in the question or directive.

Level 4 – These tasks tend to require readers to perform two or more sequential operations or a single operation in which the quantities are found in different types of displays, or the operations must be inferred from semantic information given or drawn from prior knowledge.

Level 5 – These tasks require readers to perform multiple operations sequentially. They must disembed the features of the problem from text or rely on background knowledge to determine the quantities or operations needed.

Twelve states (California, Florida, Illinois, Indiana, Iowa, Louisiana, New Jersey, New York, Ohio, Pennsylvania, Texas, and Washington) participated in the 1992 State Adult Literacy Survey. The Oregon Progress Board conducted an independent study in 1990, which was validated by the Educational Testing Service. Adults aged 16-65 participated in the 1990 Oregon study; in other states which participated in 1992, the sample included adults aged 16 and older.

Sources: Educational Testing Service, unpublished tabulations from the 1992 State Adult Literacy Survey, August, 1993. The Oregon Progress Board conducted an independent study in 1990, which was validated by the Educational Testing Service.

[19] **Sources:** U.S. Department of Commerce, Bureau of the Census, Voting and Registration in the Election of November 1988, Current Population Reports, Series P-20, no. 440 (Washington, D.C.: U.S. Government Printing Office, 1989), and unpublished tabulations, calculations by Westat, Inc.

U.S. Department of Commerce, Bureau of the Census, Voting and Registration in the Election of November 1992, Current Population Reports, Series P-20, no. 466 (Washington, D.C.: U.S. Government Printing Office, 1993), and unpublished tabulations, calculations by Westat, Inc.

[20] National Center for Education Statistics, *Residence and Migration of First-Time Freshman Enrolled in Higher Education Institutions: Fall 1992*. (Washington, D.C.: U.S. Department of Education, 1995).

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

[21] The information from the Youth Risk Behavior Survey (YRBS) includes only states with weighted data. The wording in the survey questions changed between 1990 and 1991, which may account for any significant differences from 1990 to 1991 and from 1990 to 1993.

Source: Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1993* (Atlanta, GA: 1994).

[22] See technical note under footnote 21.

Source: *Ibid.*

[23] See technical note under footnote 21.

Sources: Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1990* (Atlanta, GA: 1991).

Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1991* (Atlanta, GA: 1992).

Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1993* (Atlanta, GA: 1994).

[24] See technical note under footnote 21.

Source: Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1993* (Atlanta, GA: 1994).

[25] See technical note under footnote 21.

Source: *Ibid.*

[26] See technical note under footnote 21.

Source: *Ibid.*

[27] **Source:** U.S. Department of Education, National Center for Education Statistics, Public School Teacher Survey of the Schools and Staffing Survey, 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

[28] See technical note under footnote 11 for the definition of a secondary teacher.

Source: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

Goal 8: Parental Participation

[29] **Sources:** U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

U.S. Department of Education, National Center for Education Statistics, Public School Principal Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

[30] **Source:** U.S. Department of Education, National Center for Education Statistics, Public School Principal Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

Readers interested in further information from data sources presented in *Volume Two* of this Report can contact the sponsoring agencies, as follows:

Data Source	Sponsoring Agency	Contact
Advanced Placement Program	The College Board	Wade Curry (212) 713-8000
Children's Health Index	National Center for Health Statistics (NCHS)	Sally Clarke (301) 436-8500
National Adult Literacy Survey (NALS)	National Center for Education Statistics (NCES)	Andrew Kolstad (202) 219-1773
	Educational Testing Service (ETS)	Doug Rhodes (800) 551-1230
National Assessment of Educational Progress (NAEP)	NCES	Gary Phillips (202) 219-1761
Schools and Staffing Survey (SASS)	NCES	Daniel Kasprzyk (202) 219-1588
SASS Teacher Followup Survey	NCES	Sharon Bobbitt (202) 219-1461
Youth Risk Behavior Survey (YRBS)	Centers for Disease Control and Prevention	Laura Kann (404) 639-3311

Readers interested in further analyses from NCES data sources can contact the National Data Resource Center (NDRC) at the National Center for Education Statistics. NCES has established the NDRC to enable state education personnel, education researchers, and others to obtain special statistical tabulations and analyses of data sets maintained by NCES. Researchers and others can ask the Data Center to perform specific tabulations or analyses, or they can work on-site directly with confidential files upon signing a confidentiality pledge. This service currently is provided free of charge by NCES.

The Data Center has files available from the:

Common Core of Data (CCD),
Integrated Postsecondary Education Data System (IPEDS),
National Education Longitudinal Study (NELS:88),
National Household Education Survey (NHES),
National Postsecondary Student Aid Study (NPSAS),
National Study of Postsecondary Faculty, and
Schools and Staffing Survey (SASS).

In the future, the Data Center plans to add additional databases to its inventory.

To contact the National Data Resource Center, write or call:

Carl Schmitt
Elementary and Secondary Education Statistics Division
National Center for Education Statistics
555 New Jersey Ave, NW
Washington, DC 20208-5651
(202) 219-1642

Appendix B: Acknowledgements

The National Education Goals Panel and staff gratefully acknowledge the contributions of many thoughtful and knowledgeable people to the development of the *1995 National Education Goals Report*. Some served on the Panel's Working Group as staff to Goals Panel members or on advisory groups convened to recommend indicators or to identify strategies to fill in data gaps at the national and state levels. Others were invaluable consultants offering their expertise on data acquisition and analysis or report production. We extend a special thanks to William Christopher, representative of the 1994-95 Chair of the Panel, Governor Evan Bayh of Indiana, for his contributions. We remain appreciative of the good counsel and support we received from all.

REPORT PRODUCTION

Justin Boesel, Westat, Inc.
Beth Glaspie, Editorial Experts, Inc.
Babette Gutmann, Westat, Inc.
Allison Henderson, Westat, Inc.
Kelli Hill, ImpactDesign, Inc.
Scott Miller, Editorial Experts, Inc.
Jim Page, ImpactDesign, Inc.
Ann Webber, Westat, Inc.

REPORTING COMMITTEE

Patricia Brown, National Governors' Association
Kim Burdick, Delaware State Legislature, Office of State Senator Connor
William Christopher, Office of the Governor of Indiana
Lori Gremel, Office of the Governor of Michigan
Mary Rollefson, U.S. Department of Education, National Center for Education Statistics
Emily Wurtz, U.S. Senate, Office of Senator Bingaman

WORKING GROUP

Governors' Representatives

Debra Bryant, Office of the Governor of North Carolina
James Carper, Office of the Governor of South Carolina
William Christopher, Office of the Governor of Indiana
Julie Davis, Office of the Governor of Mississippi
Jeanne Forrester, Office of the Governor of Mississippi
Lori Gremel, Office of the Governor of Michigan
Thomas Houlihan, Office of the Governor of North Carolina
Leo Klagholz, New Jersey State Department of Education
Kelly Lineweaver, Office of the Governor of South Carolina
Thomas Phillips, Office of the Governor of Mississippi
William Porter, Office of the Governor of Colorado
Ruth Ravitz, Office of the Governor of Connecticut
Linda Wilson, Office of the Governor of New Jersey

Administration Representatives

Mary Cassell, Office of Management and Budget
John Christensen, U.S. Department of Education, Office of Educational Research and Improvement
Jennifer Davis, U.S. Department of Education, Office of the Secretary
Catherine Jovicich, U.S. Department of Education, Office of the Secretary
Gaynor McCown, The White House, Office of Domestic Policy
Maggie McNeely, U.S. Department of Education, Office of Educational Research and Improvement
Mary Rollefson, U.S. Department of Education, National Center for Education Statistics
Kimberly Ross, The White House, Office of Domestic Policy

Congressional Representatives

Sara Davis, U.S. House of Representatives, Office of Representative Kildee
Alyssa Hamilton, U.S. Senate, Office of Senator Gregg
Vic Klatt, U.S. House of Representatives, Office of Representative Goodling
Hans Meeder, U.S. House of Representatives, Office of Representative Goodling
Marjorie Steinberg, U.S. Senate, Office of Senator Bingaman
Emily Wurtz, U.S. Senate, Office of Senator Bingaman

State Legislators' Representatives

Kim Burdick, Delaware State Legislature, Office of State Senator Connor
Lorissa Jackson, Wisconsin State Legislature, Office of State Representative Coggs
Jana Jones, Idaho State Legislature, Office of State Representative Jones
James Watts, North Carolina State Legislature, Office of State Representative Barnes

Other Working Group Contributors

Aaron Bell, National Conference of State Legislatures
Patricia Brown, National Governors' Association
Paul Goren, National Governors' Association
Elizabeth McLaughlin-Krile, National Conference of State Legislatures
Patty Sullivan, National Governors' Association

DATA ACQUISITION

Susan Ahmed, U.S. Department of Education
Nabeel Alsalam, U.S. Department of Education
Samuel Barbett, U.S. Department of Education
Stephen Berglie, Westat, Inc.
Sharon Bobbitt, U.S. Department of Education
Justin Boesel, Westat, Inc.
Michael Brick, Westat, Inc.
Susan Broyles, U.S. Department of Education
Joyce Buchanon, University of Michigan
Peggy Carr, U.S. Department of Education
Dennis Carroll, U.S. Department of Education
Kathryn Chandler, U.S. Department of Education
Jen-Chin Chen, Abt Associates, Inc.
Sally Clarke, U.S. Department of Health and Human Services
Mary Collins, Westat, Inc.
Wade Curry, The College Board
Margaret Daly, Westat, Inc.
Aurora D'Amico, U.S. Department of Education
Adriana de Kanter, U.S. Department of Education
Emerson Elliott, U.S. Department of Education
David Freund, Education Testing Service
Arnold Goldstein, U.S. Department of Education
Steven Gorman, U.S. Department of Education
Jeanne Griffith, U.S. Department of Education
Babette Gutmann, Westat, Inc.
Daphne Hardcastle, U.S. Department of Education
Camilla Heid, Westat, Inc.
Allison Henderson, Westat, Inc.
Mary Hess, Abt Associates, Inc.
Lee Hoffman, U.S. Department of Education
Lloyd Johnston, University of Michigan
Nancy Karweit, Abt Associates, Inc.
Phillip Kaufman, Management Planning Research Associates, Inc.
Kwang Kim, Westat, Inc.
Roslyn Korb, U.S. Department of Education
John Loft, Abt Associates, Inc.
Laura Loomis, Westat, Inc.
Ginger Maggio, University of Michigan
Suellen Mauchamer, U.S. Department of Education
Marilyn McMillen, U.S. Department of Education
Alan Moorhead, U.S. Department of Education
Frank Morgan, U.S. Department of Education
Mary Naiefeh, U.S. Department of Education
Christine Winquist Nord, Westat, Inc.
Laurence Ogle, U.S. Department of Education
Patrick O'Malley, University of Michigan
Gary Phillips, U.S. Department of Education
Douglas Rhodes, Educational Testing Service
Paul Planchon, U.S. Department of Education
Anne Ricciuti, Abt Associates, Inc.
Mary Rollefson, U.S. Department of Education
Elois Scott, U.S. Department of Education
Thomas M. Smith, U.S. Department of Education
Peter Stowe, U.S. Department of Education
William Thompson, Abt Associates, Inc.
Maureen Treacy, U.S. Department of Education
Stephanie Ventura, U.S. Department of Health and Human Services
Ann Webber, Westat, Inc.
Walter G. West, U.S. Department of Education
Sheida White, U.S. Department of Education
Sharon Xu, Pinkerton Computer Consultants, Inc.
Jeffrey Yeamans, Westat, Inc.
Elizabeth Zell, Centers for Disease Control and Prevention
Feng Zhou, Westat, Inc.
Nicholas Zill, Westat, Inc.

The Goals Panel also wishes to thank the following individuals who continue to serve as advisors to the Panel on a wide variety of educational policy, practice, and research issues, including data collection and analysis, measurement and assessment, standards-setting, basic and applied research, and promising and effective practices. Two new Resource Groups were convened this year to recommend indicators for Goal 4: Teacher Education and Professional Development, and Goal 8: Parental Participation, so that national and state progress toward these new Goals could be measured in this year's Report.

RESOURCE AND TECHNICAL PLANNING GROUPS

GOAL 1: READY TO LEARN

Goal 1 Ready School Resource Group

Leaders: Asa Hilliard, Georgia State University
Sharon Lynn Kagan, Yale University

Members:
Barbara Bowman, Erikson Institute
Cynthia Brown, Council of Chief State School Officers
Fred Brown, Boyertown Elementary School
Linda Espinosa, University of Missouri
Donna Foglia, Norwood Creek School
Peter Gerber, MacArthur Foundation
Sarah Greene, National Head Start Association
Judith Heumann, U.S. Department of Education
Mogens Jensen, National Center for Mediated Learning
Lilian Katz, ERIC Clearinghouse for Elementary and Early Childhood Education
Michael Levine, Carnegie Corporation of New York
Evelyn Moore, National Black Child Development Institute
Tom Schultz, National Association of State Boards of Education
Barbara Sizemore, DePaul University
Robert Slavin, Johns Hopkins University

Goal 1 Assessments Resource Group

Leaders: Sharon Lynn Kagan, Yale University
Lorrie Shepard, University of Colorado

Members:
Edward Chittenden, Educational Testing Service
M. Elizabeth Graue, University of Wisconsin
Kenji Hakuta, Stanford University
Luis Laosa, Educational Testing Service
Anne Marie Palincsar, University of Michigan
Valora Washington, The Kellogg Foundation
Nicholas Zill, Westat, Inc.

Technical Planning Group on Readiness for School

Leader: Sharon Lynn Kagan, Yale University

Members:
Sue Bredekamp, National Association for the Education of Young Children
M. Elizabeth Graue, University of Wisconsin
Luis Laosa, Educational Testing Service
Samuel Meisels, University of Michigan
Evelyn Moore, National Black Child Development Institute
Lucile Newman, Brown University
Lorrie Shepard, University of Colorado
Valora Washington, The Kellogg Foundation
Nicholas Zill, Westat, Inc.

GOAL 2: SCHOOL COMPLETION

Resource Group Convener: Rafael Valdivieso, Academy for Educational Development, Inc.

Members:
Janet Baldwin, General Education Development Testing Service
Jose Cardenas, The Intercultural Development Research Association
Barbara Clements, Council of Chief State School Officers
Edmond Gordon, City College of New York
Noreen Lopez, Illinois State Board of Education
Pamela Keating, University of Washington
Steven Neilson, Milliman and Robertson, Inc.
Bill Padia, California Department of Education
Aaron Pallas, Michigan State University
Richard Wallace, University of Pittsburgh

Technical Planning Subgroup on Core Data Elements

Leader: Barbara Clements, Council of Chief State School Officers

Members:
Linda Baker, Maryland State Department of Education
Paul Barton, Educational Testing Service
Matthew Cohen, Ohio Department of Education
Dennis Jones, National Center for Higher Education Management Systems
Glynn Ligon, Evaluation Software Publication

John Porter, Urban Education Alliance, Inc.
Ramsay Selden, Council of Chief State School Officers
Nicholas Zill, Westat, Inc.

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Resource Group Convener: Lauren Resnick, University of Pittsburgh

Members:
Gordon Ambach, Council of Chief State School Officers
Chester Finn, Jr., Hudson Institute
Asa Hilliard, Georgia State University
David Hornbeck, Philadelphia Public Schools
Richard Mills, Vermont Department of Education
Claire Pelton, San Jose Unified School District

Goals 3/5 NAEP Technical Advisory Subgroup

Leader: Ramsay Selden, Council of Chief State School Officers

Members:
Eva Baker, University of California, Los Angeles
Dorothy Gilford, National Academy of Sciences
Robert Glaser, University of Pittsburgh
Steven Leinwand, Connecticut State Department of Education
Robert Linn, University of Colorado
Michael Nettles, University of Michigan
Senta Raizen, National Center for Improving Science Education
William Schmidt, Michigan State University
Elizabeth Stage, National Research Council
Uri Treisman, University of Texas, Austin
James Wilsford, Jim Wilsford Associates, Inc.

GOAL 4: TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

Resource Group Convener: David Imig, American Association of Colleges for Teacher Education

Members:
Marsha Berger, American Federation of Teachers
Gene Carter, Association for Supervision and Curriculum Development
Linda Darling-Hammond, Teachers College, Columbia University
Launa Ellison, Clara Barton School, Minneapolis, Minnesota
Eulene Gillan-Smith, Delaware State Education Association
Howard Jensen, Pioneer High School, Cupertino, California
James Kelly, National Board for Professional Teaching Standards
Judith Lanier, Michigan State University
Marion Payne, Mount View Middle School, Marriottsville, Maryland
Stan Paz, El Paso School District, Texas
Judith Renyi, National Foundation for the Improvement of Education
Ted Sanders, Ohio Department of Education
Claudette Scott, Hickman Mills Consolidated School District #1, Kansas City, Missouri
Marilyn Scannel, Indiana Professional Standards Board
Mary Strandburg, Eagleton School, Denver, Colorado
Arthur Wise, National Council for the Accreditation of Teacher Education
Wayne Worner, Virginia Tech

Advisors for Resource Group on Teacher Education and Professional Development:
Sharon Bobbitt, U.S. Department of Education
Patricia Brown, National Governors' Association
Terry Dozier, U.S. Department of Education
Jean Miller, Council of Chief State School Officers
Mary Rollefson, U.S. Department of Education
Joe Vaughan, U.S. Department of Education

GOAL 5: MATHEMATICS AND SCIENCE

Resource Group Conveners: Alvin Trivelpiece, Oak Ridge National Laboratory

Members:
Iris Carl, National Council of Teachers of Mathematics
Steven Leinwand, Connecticut State Department of Education
Michael Nettles, University of Michigan
Alba Ortiz, University of Texas, Austin
Senta Raizen, National Center for Improving Science Education
Ramsay Selden, Council of Chief State School Officers

Goals 3/5 Standards Review Technical Planning Subgroup

Leader: Shirley Malcom, American Association for the Advancement of Science

Members:
Iris Carl, National Council of Teachers of Mathematics
Thomas Crawford, U.S. Olympic Committee

Mihaly Csikszentmihalyi, University of Chicago
Phillip Daro, University of California
Chester Finn, Jr., Hudson Institute
Anne Heald, University of Maryland
David Hornbeck, Philadelphia Public Schools
David Kearns, Xerox Corporation
Richard Mills, Vermont Department of Education
Harold Noah, Teachers College, Columbia University
Claire Pelton, San Jose Unified School District
James Renier, Honeywell Corporation
Sidney Smith, Coalition of Essential Schools/Atlas
James Wilsford, Jim Wilsford Associates, Inc.

Goals 3/5 Higher Education Advisory Group on Standards

Leader: Michael Timpane, Teachers College, Columbia University

Members:
Bob Albright, Educational Testing Service
Michael Behnke, Massachusetts Institute of Technology
Kenneth Bouttie, Xavier University
David Conley, University of Oregon
Jon Fuller, National Association of Independent Colleges and Universities
Claire Gaudiani, Connecticut College
Terry Hartle, American Council of Education
Doris Helms, Clemson University
Bob McCabe, Miami-Dade Community College
Arturo Pacheco, University of Texas-El Paso
Paul Ruiz, American Association of Higher Education
Donald Stewart, The College Board
Arthur Wise, National Council for the Accreditation of Teacher Education

GOAL 6: ADULT LITERACY AND LIFELONG LEARNING

Resource Group Convener: *Mark Musick, Southern Regional Education Board*

Members:
Paul Barton, Educational Testing Service
Forest Chisman, Southport Institute for Policy Analysis
Peter Ewell, National Center for Higher Education Management Systems
Joy McLarty, American College Testing
William Spring, Federal Reserve Bank of Boston
Thomas Sticht, Applied, Behavioral, and Cognitive Sciences, Inc.
Marc Tucker, National Center on Education and the Economy

GOAL 7: SAFE, DISCIPLINED, AND ALCOHOL- AND DRUG-FREE SCHOOLS

Resource Group Convener: John Porter, Urban Education Alliance

Members:
C. Leonard Anderson, Portland Public Schools
Michael Guerra, National Catholic Education Association
J. David Hawkins, Social Development Research Group
Fred Hechinger, Carnegie Corporation of New York
Barbara Huff, Federation of Families for Children's Mental Health
Lloyd Johnston, University of Michigan
Ronda Talley, American Psychological Association

Advisors for Resource Group on Safe, Disciplined, and Alcohol- and Drug-free Schools:
Janet Collins, Centers for Disease Control and Prevention
Vincent Giordano, New York City Public Schools
Oliver Moles, U.S. Department of Education
Ed Zabrow, Independent Consultant

Task Force on Disciplined Environments Conducive to Learning

Leader: Ronda Talley, American Psychological Association

Members:
C. Leonard Anderson, Portland Public Schools
Michael Guerra, National Catholic Education Association
J. David Hawkins, Social Development Research Group
Fred Hechinger, Carnegie Corporation of New York
Barbara Huff, Federation of Families for Children's Mental Health

Advisors for Task Force on Disciplined Environments Conducive to Learning:
Oliver Moles, U.S. Department of Education
Ed Zabrow, Independent Consultant

GOAL 8: PARENTAL PARTICIPATION

Resource Group Convener: Joyce Epstein, Johns Hopkins University

Members:
Marilyn Aklin, National Coalition of Title I/Chapter 1 Parents
Ja Net ' Crouse, National PTA

Jacquelynne Eccles, University of Michigan
Jane Grinde, Wisconsin Department of Public Instruction
Anne Henderson, National Coalition for Parent Involvement in Education
Thomas Hoffer, National Opinion Research Corporation
Adrian Lewis, National Urban League
Douglas Powell, Purdue University
Jeana Preston, San Diego City Schools
Diane Scott-Jones, Temple University
Ralph Smith, The Annie E. Casey Foundation
Layla Suleiman, Family Resource Coalition
Sherry West, Prevention Partnership (National Head Start Association)

Advisors for Resource Group on Parental Participation:
Kathryn Chandler, U.S. Department of Education
Adriana de Kanter, U.S. Department of Education
Oliver Moles, U.S. Department of Education

DATA AND REPORTING TASK FORCE

Leader: Rolt Blank, Council of Chief State School Officers

Members:
Paul Barton, Educational Testing Service
Matthew Cohen, Ohio Department of Education
Mark Musick, Southern Regional Education Board
Cecilia Ottinger, Council of Great City Schools
Thomas Soltys, Delaware State Department of Public Instruction
Nicholas Zill, Westat, Inc.

Task Force Advisors:
Patricia Brown, National Governors' Association
Karen Greene, U.S. Department of Labor
Jeanne Griffith, U.S. Department of Education
Mary Rolleson, U.S. Department of Education

TASK FORCE ON EDUCATION NETWORK TECHNOLOGY

Leader: Robert Palaich, Education Commission of the States

Members:
Laura Breeden, U.S. Department of Commerce
John Clement, National Science Foundation
Jan Hawkins, Bank Street College of Education
Robert Kansky, National Academy of Sciences
Pamela Keating, University of Washington
Glenn Kessler, Fairfax County Public Schools, Virginia
Mark Musick, Southern Regional Education Board
Bill Padia, California Department of Education
Nora Sabelli, National Science Foundation
Rafael Valdivieso, Academy for Educational Development, Inc.

Task Force Advisors:
Steven Gould, Congressional Research Service
Gerald Malitz, U.S. Department of Education
Linda Roberts, U.S. Department of Education

National Education Goals Panel Staff

Ken Nelson
Executive Director

PROGRAM STAFF

Jennifer L. Ballen
Education Associate

John W. Barth
Senior Education Associate

Amy Friedlander
Deputy Director

Leslie A. Lawrence
Education Associate

William C. Nemon
Public Information Officer

Cynthia D. Prince
Associate Director for Analysis and Reporting

Santee C. Ruffin, Jr.
Senior Education Associate

ADMINISTRATIVE STAFF

Tia M. Cosey
Receptionist and Office Automation Assistant

Cynthia M. Dixon
Program Assistant

Susan M. Stenger
Management Analyst

Charles L. Walker
Executive Officer

with assistance from

Ann Lasken
Hyong Yi

ISBN 0-16-048365-4

90000

9 780160 483653

1995 National Education Goals Report
QUESTIONNAIRE

The National Education Goals Panel values your feedback on the documents which comprise the *1995 Goals Report* — the *Core Report*, the *National Data Volume*, and the *State Data Volume*. Please take a few moments to fill out and return this questionnaire so that we can continue to improve future reports. Mail or FAX to:

National Education Goals Panel
1255 22nd Street, NW, Suite 502, Washington, DC 20037
PHONE (202) 632-0952
FAX (202) 632-0957

Name: _____

Organization: _____

Address: _____

Phone: _____ **Fax:** _____

Please Circle As Many As Apply:
Student / Parent / Educator / Business or Community Leader / Federal, State, or Local Policymaker / Concerned Citizen

1. For what purpose do you use this report?

2. How well has the report served that purpose?

___ Very Well ___ Well ___ Poorly ___ Very Poorly

3. How do you rate the usefulness of the following parts of each of the documents? (1 = not very useful and 5 = very useful)

1995 Core Report

- Introduction

1 2 3 4 5 N/A

- National exhibits

1 2 3 4 5 N/A

- State data tables

1 2 3 4 5 N/A

- Information and examples on how family-school partnerships can accelerate progress toward the Goals

1 2 3 4 5 N/A

- Contact list

1 2 3 4 5 N/A

1995 National Data Volume

- Introduction

1 2 3 4 5 N/A

- National exhibits

1 2 3 4 5 N/A

1995 State Data Volume

- Introduction

1	2	3	4	5	N/A

- State data tables

1	2	3	4	5	N/A

4. How can the Panel make the information more useful to you or your organization?

5. The Introduction describes a variety of Goals Panel resources to assist education reform initiatives at the state and community level. Please check if you would like to obtain or receive more information on any of the following:

Inventory of academic standards-related activities ____
The Community Action Toolkit ____
GOAL LINE ____
CD-ROM with Goals Report ____
The Daily Report Card ____
Goals Panel Publication List ____
Other _____

The National Education Goals Panel thanks you for your interest.

Place
First Class
Postage Here
or Fax to:
(202) 632-0957

National Education Goals Panel
1255 22nd Street, NW, Suite 502
Washington, DC 20037

NATIONAL
EDUCATION
GOALS
PANEL

Tape here

NATIONAL EDUCATION GOALS PANEL
1255 22ND STREET, N.W., SUITE 502
WASHINGTON, D.C. 20037
(202) 632-0952

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

NOTICE

REPRODUCTION BASIS

☐ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").

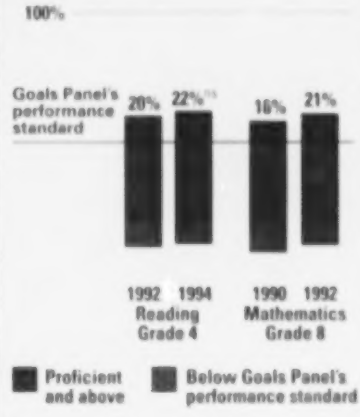
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update	
GOAL 4: Teacher Education and Professional Development			
Direct Measure of the Goal: Teacher Education			
• Percentage of public secondary school teachers who held (1991, 1994):[11]			
– an undergraduate or graduate degree in their main teaching assignment	54%	51%	ns
– a teaching certificate in their main teaching assignment	97%	96%	ns
Direct Measure of the Goal: Professional Development			
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]			
– uses of educational technology	62%	—	
– methods of teaching subject field	75%	—	
– in-depth study in subject field	40%	—	
– student assessment	57%	—	
Direct Measure of the Objectives: Teaching Diverse Student Populations			
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	28%	—	
Direct Measure of the Objectives: Teacher Support			
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	22%	30%	
GOAL 5: Mathematics and Science			
Direct Measure of the Goal: International Student Achievement Comparisons			
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]			
Taiwan=41% Korea=37% Switzerland=33%	21%	—	
Direct Measures of the Objectives: Strengthening Mathematics and Science Education			
• Percentage of public school 8th graders (1990, 1992):[16]			
a) whose teachers reported that they do these activities in mathematics class:			
– work in small groups at least once a week	39%	55%	
– work with measuring instruments or geometric solids at least once a week (1992)	8%	—	

TEXAS

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)

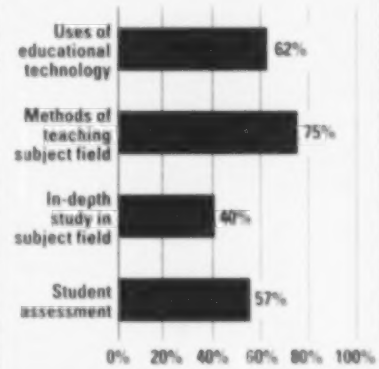


[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

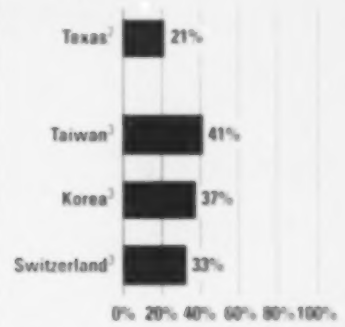
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

TEXAS

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)

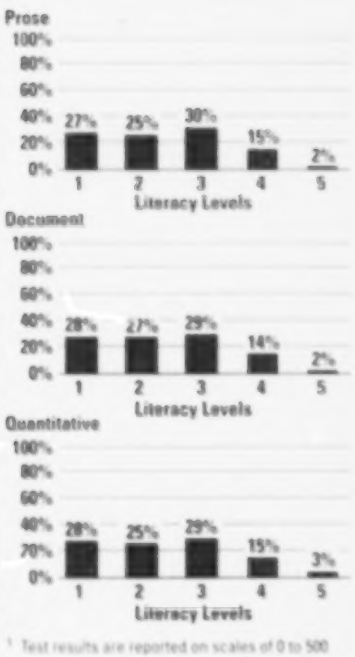


[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 3 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels[1] (1992)



[1] Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	52%	57% ns
– developing reasoning ability to solve unique problems	45%	61%
– communicating mathematics ideas	42%	49% ns
c) who have computers available in their mathematics classroom	13%	15% ns
d) who use calculators in mathematics class at least once a week	31%	64%
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	34%	37%
– minorities (Blacks, Hispanics, American Indians)	35%	37%
– females	29%	34%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	47%	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	71%	71%
b) voting	58%	61%
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	52%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

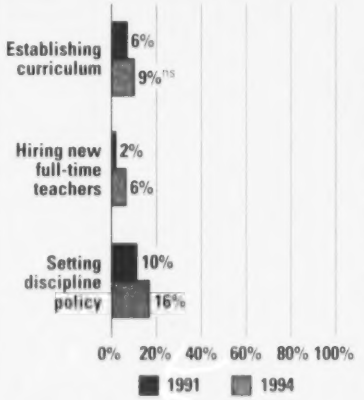
Measuring State Progress Toward the Goals and Objectives

TEXAS

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1990, 1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	—	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	14%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	41%	46% ns
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	32%	36% ns
– public school principals	22%	18% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	6%	9% ns
– hiring new full-time teachers	2%	6%
– setting discipline policy	10%	16%

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

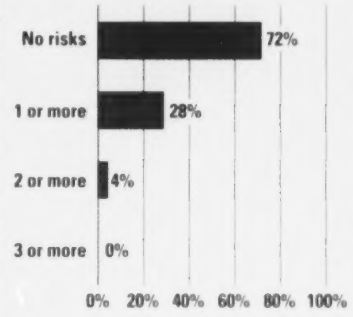
— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

UTAH

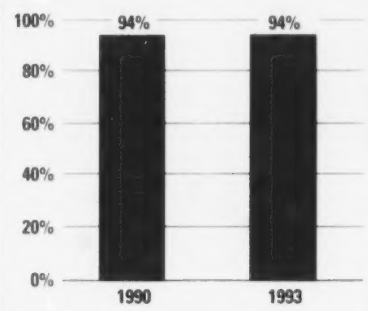
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	57	56
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	842	850
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	29%	28% ns
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	70%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	33	39
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	94%	94%
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	26%	25% ns
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	20%	—
– Grade 8 (1992)	27%	—
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	33	40
– Mathematics	23	28
– Science	22	30
– Foreign languages	3	3
– Civics and government	6	7
– Economics	1	1
– Fine arts	9	11
– History	36	33

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

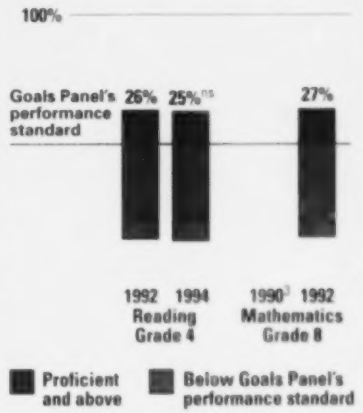
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	68%	62%
– a teaching certificate in their main teaching assignment	99%	97%
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	59%	—
– methods of teaching subject field	65%	—
– in-depth study in subject field	35%	—
– student assessment	43%	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	12%	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	32%	40%
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	27%	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	51%	—
– work with measuring instruments or geometric solids at least once a week	4%	—

UTAH

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)

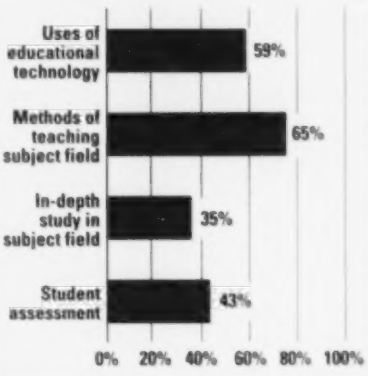


[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
[3] Data not available.
[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



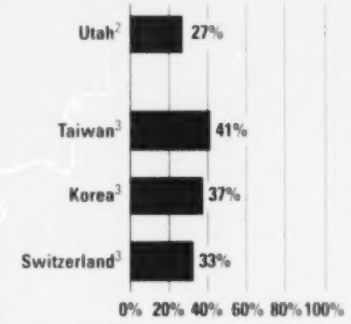
Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

UTAH

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 2 percentage points
[3] Plus or minus 2 percentage points

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	59%	—
– developing reasoning ability to solve unique problems	49%	—
– communicating mathematics ideas	36%	—
c) who have computers available in their mathematics classroom	12%	—
d) who use calculators in mathematics class at least once a week	77%	—
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	41%	41%
– minorities (Blacks, Hispanics, American Indians)	47%	44%
– females	32%	32%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	78%	81% ns
b) voting	72%	74% ns
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	51%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	6%	—
– marijuana	3%	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	19%	—

— Data not available
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

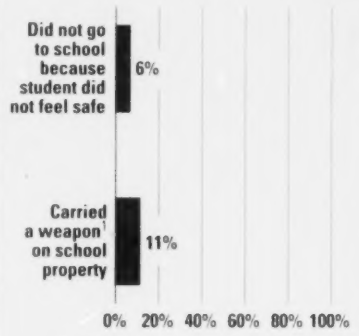
Measuring State Progress Toward the Goals and Objectives

UTAH

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1990, 1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	8%	7% ns
– cocaine	2%	2%
b) Having five or more drinks in a row during the past 30 days	19%	17% ns
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	11%	—
b) Did not go to school because student did not feel safe	6%	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	8%	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	15%	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	16%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	33%	54%
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	18%	19% ns
– public school principals	13%	14% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	5%	10% ns
– hiring new full-time teachers	2%	6%
– setting discipline policy	14%	29%

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

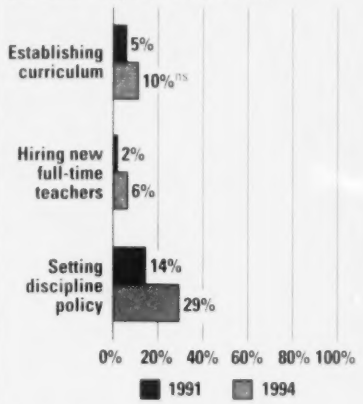


[1] Such as a gun, knife, or club

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

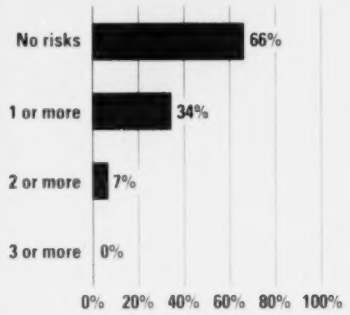
— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

VERMONT

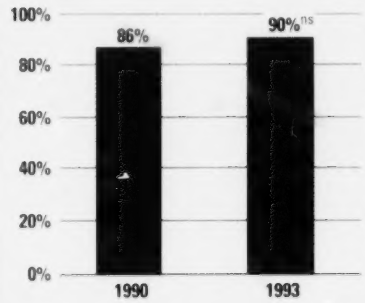
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	53	56
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	824	845
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	38%	34%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	88%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	43	43
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	86%	90% ns
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	—	—
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	—	—
– Grade 8 (1990, 1992)	—	—
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	18	19
– Mathematics	9	9
– Science	9	12
– Foreign languages	4	4
– Civics and government	0	<1
– Economics	0	<1
– Fine arts	1	2
– History	10	8

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

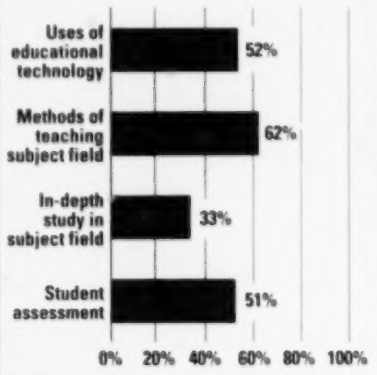
Measuring State Progress Toward the Goals and Objectives

VERMONT

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	71%	73% ns
– a teaching certificate in their main teaching assignment	99%	98% ns
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	52%	—
– methods of teaching subject field	62%	—
– in-depth study in subject field	33%	—
– student assessment	51%	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	23%	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	12%	12%
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	—	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	—	—
– work with measuring instruments or geometric solids at least once a week	—	—

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– developing reasoning ability to solve unique problems	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class at least once a week	—	—
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	44%	45%
– minorities (Blacks, Hispanics, American Indians)	43%	46%
– females	40%	42%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	79%	79%
b) voting	65%	71%
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	54%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	19%	—
– cocaine	2%	—
b) Having five or more drinks in a row during the past 30 days	31%	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	4%	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	—	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	15%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	27%	44%
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	10%	17%
– public school principals	10%	6% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	3%	7% ns
– hiring new full-time teachers (1994)	*	12%
– setting discipline policy	5%	13%

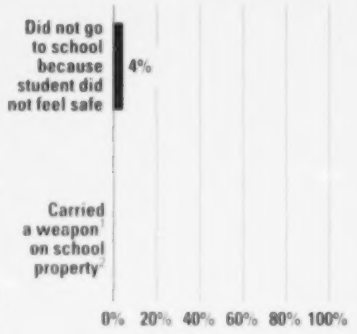
— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

VERMONT

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

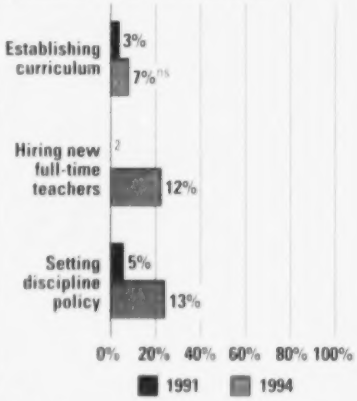


[1] Such as a gun, knife, or club.
[2] Data not available.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
[2] Data not reported due to small sample size.
ns Interpret with caution. Change was not statistically significant.

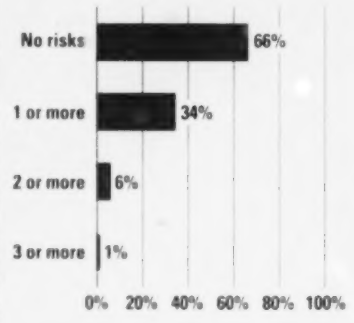
Source: National Center for Education Statistics and Westat, Inc., 1995

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

VIRGINIA

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1992)

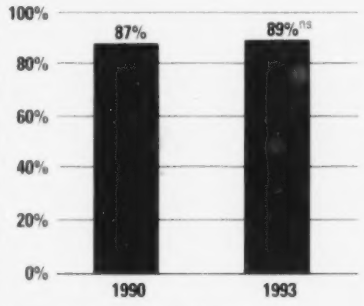


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	72	74
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	800	818
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	35%	34%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	81%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	38	43
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	87%	89% ns
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	28%	23% ns
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	19%	—
– Grade 8 (1990, 1992)	21%	23% ns
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	25	30
– Mathematics	16	18
– Science	12	19
– Foreign languages	8	10
– Civics and government	16	26
– Economics	1	1
– Fine arts	2	3
– History	21	25

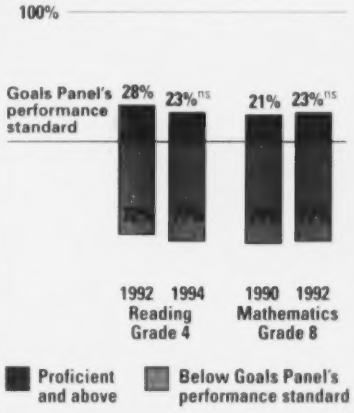
— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

VIRGINIA

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	72%	61%
– a teaching certificate in their main teaching assignment	97%	96% ns
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	51%	—
– methods of teaching subject field	63%	—
– in-depth study in subject field	29%	—
– student assessment	47%	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	11%	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	21%	30%
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	23%	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	48%	53% ns
– work with measuring instruments or geometric solids at least once a week (1992)	3%	—

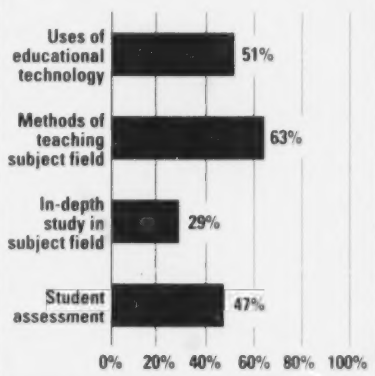
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)



[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development
Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



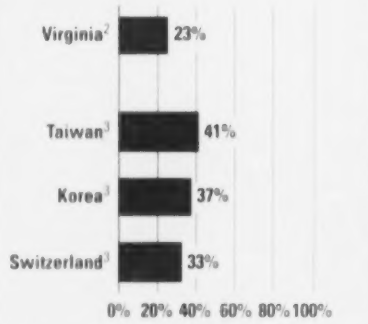
Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

VIRGINIA

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 2 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update	
Mathematics and Science (continued)			
b) whose mathematics teachers heavily emphasize:			
– Algebra and functions	52%	52%	
– developing reasoning ability to solve unique problems	46%	48%	ns
– communicating mathematics ideas	46%	47%	ns
c) who have computers available in their mathematics classroom	19%	23%	ns
d) who use calculators in mathematics class at least once a week	36%	40%	ns
Direct Measure of the Objectives: Degrees in Mathematics and Science			
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]			
– all students	44%	48%	
– minorities (Blacks, Hispanics, American Indians)	41%	43%	
– females	39%	44%	
GOAL 6: Adult Literacy and Lifelong Learning			
Direct Measure of the Goal: Adult Literacy			
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—	
Direct Measure of the Goal: Citizenship			
• Percentage of all U.S. citizens (1988, 1992):[19]			
a) registered to vote	69%	68%	ns
b) voting	60%	64%	ns
Direct Measure of the Objectives: Postsecondary Enrollment			
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	51%	—	
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools			
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools			
At School			
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]			
– alcohol	—	—	
– marijuana	—	—	
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	—	—	

— Data not available
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

VIRGINIA

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1990, 1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993):[26]	—	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994):[27]	18%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):[28]	32%	55%
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	22%	28% ns
– public school principals	10%	13% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	11%	9% ns
– hiring new full-time teachers	1%	3% ns
– setting discipline policy	14%	19% ns

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)

[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

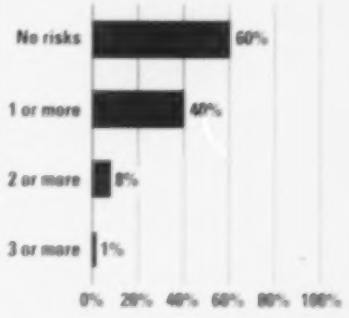
— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

WASHINGTON

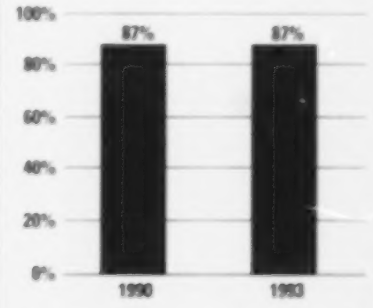
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	53	53
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	773	798
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	34%	40%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	74%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	43	51
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	87%	87%
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1994)	22%	—
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	—	—
– Grade 8 (1990, 1992)	—	—
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	13	13
– Mathematics	7	8
– Science	3	4
– Foreign languages	2	1
– Civics and government	1	1
– Economics	<1	<1
– Fine arts	<1	<1
– History	9	9

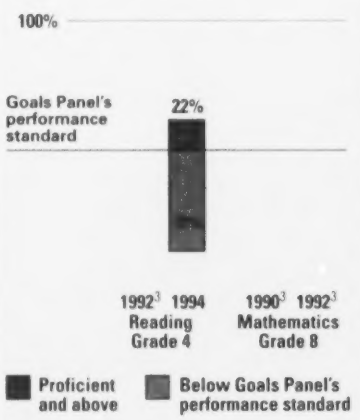
— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

WASHINGTON

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	65%	61% ns
– a teaching certificate in their main teaching assignment	99%	95%
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	65%	—
– methods of teaching subject field	62%	—
– in-depth study in subject field	35%	—
– student assessment	50%	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	23%	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	20%	23% ns
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	—	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	—	—
– work with measuring instruments or geometric solids at least once a week	—	—

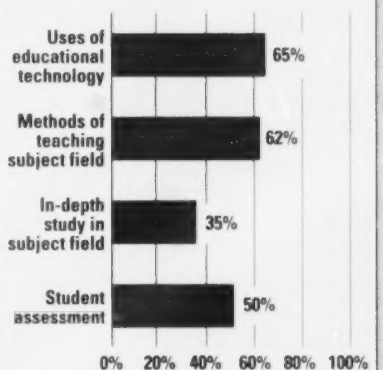
Student Achievement
Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)



[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
[3] Data not available.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development
Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

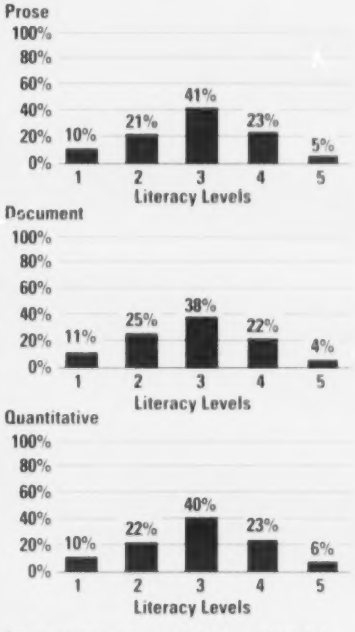
— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

WASHINGTON

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize		
– Algebra and functions	—	—
– developing reasoning ability to solve unique problems	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class at least once a week	—	—
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	40%	41%
– minorities (Blacks, Hispanics, American Indians)	38%	40%
– females	36%	37%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	69%	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	71%	75% ns
b) voting	64%	69%
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	58%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	—	—

Adult Literacy
Percentage of all adults aged 16 and older scoring at five literacy levels[1] (1992)



[1] Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

— Data not available
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

WASHINGTON

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1990, 1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993):[26]	—	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994):[27]	16%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):[28]	39%	45% ns
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	22%	25% ns
– public school principals	16%	15% ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	7%	9% ns
– hiring new full-time teachers	3%	6% ns
– setting discipline policy	12%	17% ns

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has *influence*[1] on the following decisions and policies (1991, 1994)

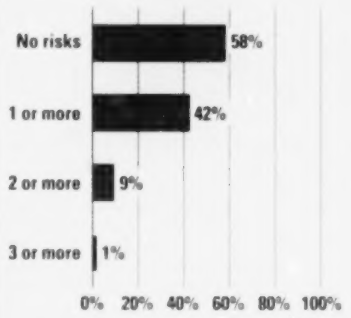
[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

WEST VIRGINIA

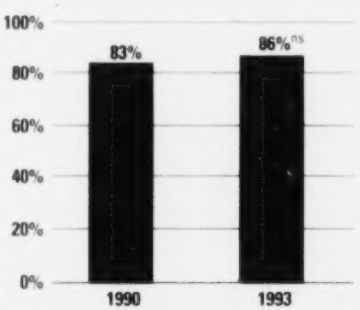
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).
[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	71	72
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	734	767
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	43%	42%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	66%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	43	61
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	83%	86% ns
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	22%	22%
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	13%	—
– Grade 8 (1990, 1992)	12%	13% ns
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	9	14
– Mathematics	4	5
– Science	3	4
– Foreign languages	<1	<1
– Civics and government	0	1
– Economics	<1	<1
– Fine arts	1	<1
– History	3	4

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

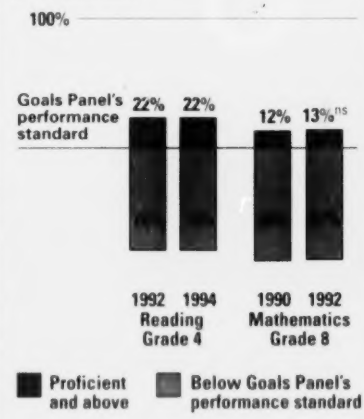
Measuring State Progress Toward the Goals and Objectives

WEST VIRGINIA

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	66%	60% ns
– a teaching certificate in their main teaching assignment	98%	99% ns
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	50%	—
– methods of teaching subject field	67%	—
– in-depth study in subject field	29%	—
– student assessment	55%	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	8%	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	16%	15% ns
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	13%	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	39%	42% ns
– work with measuring instruments or geometric solids at least once a week (1992)	3%	—

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)

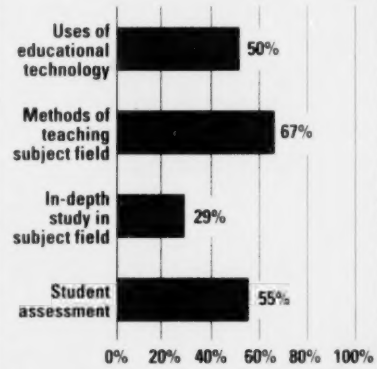


[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

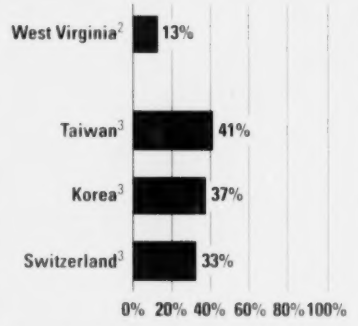
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

WEST VIRGINIA

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 2 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	41%	46% ns
– developing reasoning ability to solve unique problems	44%	47% ns
– communicating mathematics ideas	38%	38%
c) who have computers available in their mathematics classroom	26%	21% ns
d) who use calculators in mathematics class at least once a week	24%	43%
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	32%	33%
– minorities (Blacks, Hispanics, American Indians)	31%	33%
– females	29%	31%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	65%	65%
b) voting	53%	58% ns
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	49%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	8%	—
– marijuana	5%	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	26%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

WEST VIRGINIA

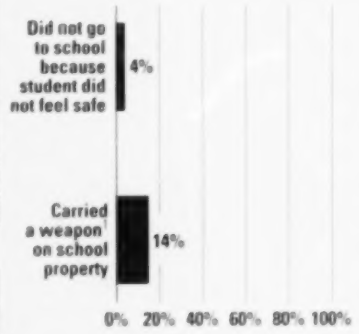
	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1990, 1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	17%	18% ns
– cocaine	2%	2%
b) Having five or more drinks in a row during the past 30 days	42%	39% ns
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	14%	—
b) Did not go to school because student did not feel safe	4%	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	8%	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	17%	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	13%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	32%	43%
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	23%	27% ns
– public school principals	12%	12%
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	8%	5% ns
– hiring new full-time teachers	*	*
– setting discipline policy	8%	15% ns

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

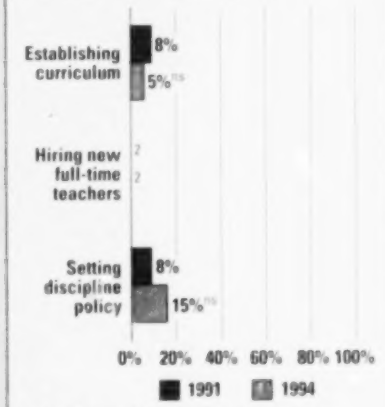


[1] Such as a gun, knife, or club

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



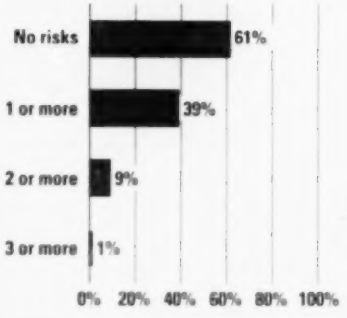
[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
[2] Data not reported due to small sample size.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

WISCONSIN

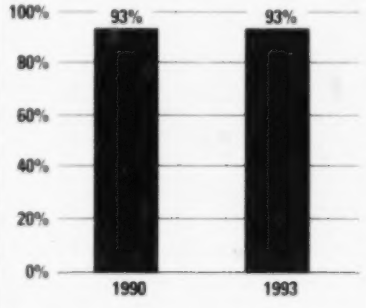
Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion
Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	59	59
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	817	820
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	42%	39%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	76%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	49	57
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	93%	93%
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	29%	30% ns
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	25%	—
– Grade 8 (1990, 1992)	29%	32% ns
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	7	16
– Mathematics	6	10
– Science	4	7
– Foreign languages	1	2
– Civics and government	1	2
– Economics	1	4
– Fine arts	<1	1
– History	5	9

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

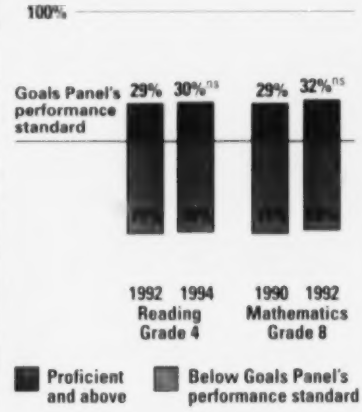
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	79%	63%
– a teaching certificate in their main teaching assignment	98%	97% ns
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	50%	—
– methods of teaching subject field	58%	—
– in-depth study in subject field	29%	—
– student assessment	45%	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	7%	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	12%	18%
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	32%	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	43%	53% ns
– work with measuring instruments or geometric solids at least once a week (1992)	10%	—

WISCONSIN

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)

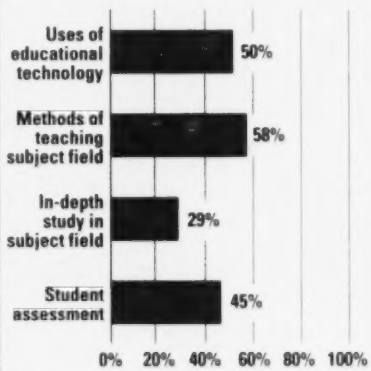


[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



Source: National Center for Education Statistics and Westat, Inc., 1995

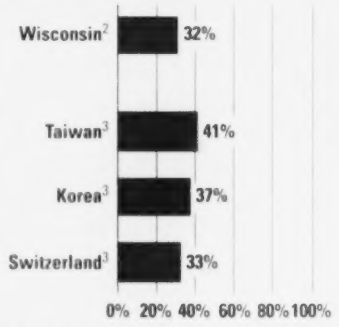
— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

217

WISCONSIN

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 3 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	48%	48%
– developing reasoning ability to solve unique problems	38%	52%
– communicating mathematics ideas	24%	41%
c) who have computers available in their mathematics classroom	21%	16% ns
d) who use calculators in mathematics class at least once a week	65%	83%
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	41%	42%
– minorities (Blacks, Hispanics, American Indians)	39%	40%
– females	36%	37%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	86%	85% ns
b) voting	71%	76%
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	62%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	5%	—
– marijuana	4%	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	20%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

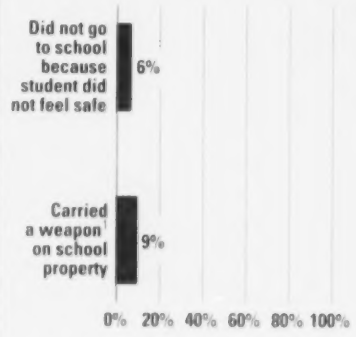
Measuring State Progress Toward the Goals and Objectives

WISCONSIN

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	11%	—
– cocaine	3%	—
b) Having five or more drinks in a row during the past 30 days	29%	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	9%	—
b) Did not go to school because student did not feel safe	6%	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	8%	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	16%	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	15%	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):[28]	41%	51%
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	19%	21% ns
– public school principals	9%	9%
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	2%	4% ns
– hiring new full-time teachers	1%	5%
– setting discipline policy	10%	16% ns

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)

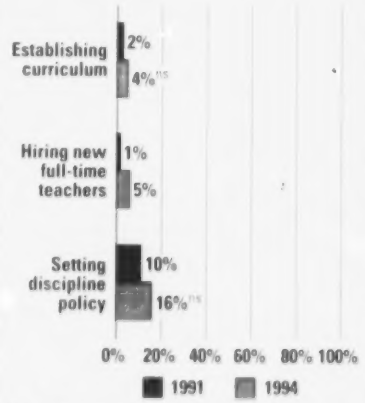


[1] Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
ns Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

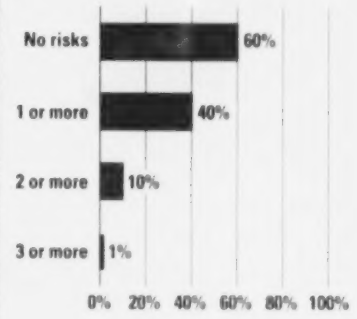
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

WYOMING

Children's Health Index

Percentage of infants born in the state with 1 or more health risks[1] (1992)

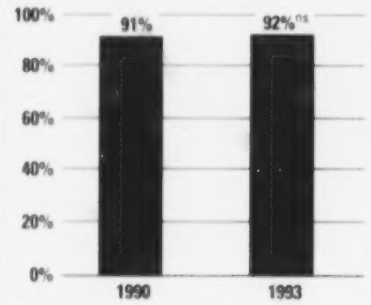


[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

High School Completion

Percentage of all 18- to 24-year-olds[1] who have a high school credential[2] (1990, 1993)[3]



[1] Does not include those still in high school.
[2] Includes traditional high school diploma and alternative credential.
[3] Uses three-year averages (1989-1991, 1992-1994).
[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics and Management Planning Associates, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	74	73
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	806	790
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	41%	40% ns
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	78%	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	54	70
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	91%	92% ns
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard[8] ▲		
– Grade 4 (1992, 1994)	28%	26% ns
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard[9]		
– Grade 4 (1992)	19%	—
– Grade 8 (1990, 1992)	24%	26% ns
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	9	10
– Mathematics	7	10
– Science	1	3
– Foreign languages	<1	1
– Civics and government	1	1
– Economics	0	<1
– Fine arts	0	1
– History	1	1

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

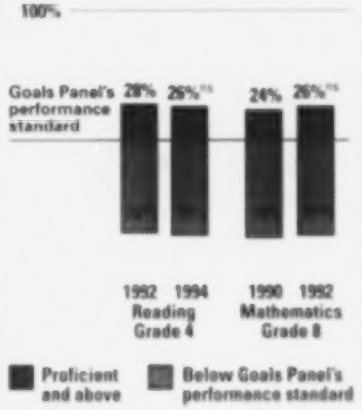
Measuring State Progress Toward the Goals and Objectives

WYOMING

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	69%	72% ns
– a teaching certificate in their main teaching assignment	99%	99%
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	56%	—
– methods of teaching subject field	53%	—
– in-depth study in subject field	30%	—
– student assessment	46%	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	13%	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	13%	15% ns
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	26%	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	70%	58%
– work with measuring instruments or geometric solids at least once a week (1992)	8%	—

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)

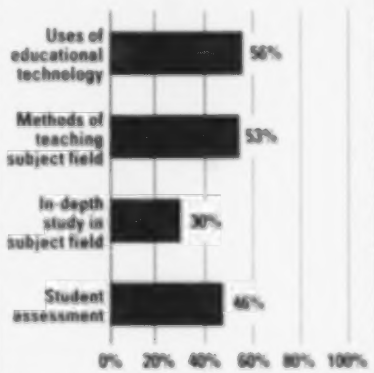


[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Professional Development

Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994)



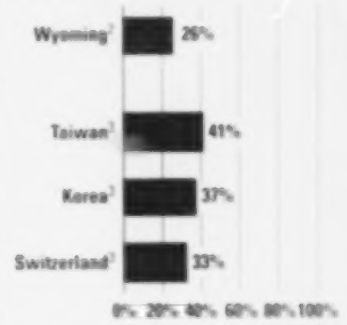
Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 21 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

WYOMING

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 2 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	48%	47% ns
– developing reasoning ability to solve unique problems	37%	40% ns
– communicating mathematics ideas	37%	32% ns
c) who have computers available in their mathematics classroom	25%	18% ns
d) who use calculators in mathematics class at least once a week	54%	73%
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	40%	40%
– minorities (Blacks, Hispanics, American Indians)	43%	33%
– females	35%	33%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	68%	69% ns
b) voting	62%	65% ns
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	47%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	—	—

— Data not available
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

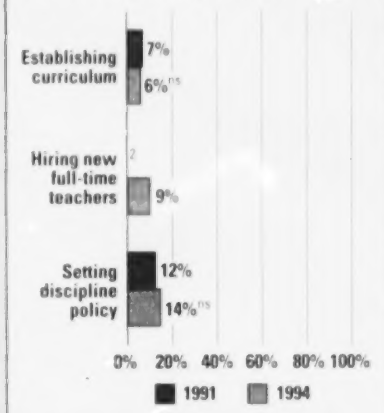
Measuring State Progress Toward the Goals and Objectives

WYOMING

	Baseline	Most Recent Update	
Overall			
• Percentage of public high school students who reported (1990, 1993):[23]			
a) Using the following at least once during the past 30 days:			
– marijuana	—	—	
– cocaine	—	—	
b) Having five or more drinks in a row during the past 30 days	—	—	
Direct Measures of the Goal: Schools Free of Violence and Crime			
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]			
a) Carried a weapon such as a gun, knife, or club on school property	—	—	
b) Did not go to school because student did not feel safe	—	—	
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	—	—	
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	—	—	
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	11%	—	
Direct Measure of the Goal: Disciplined Environments Conducive to Learning			
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	28%	39%	
GOAL 8: Parental Participation			
Direct Measures of the Goal: Parent-School Partnerships			
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]			
– public school teachers	15%	17%	ns
– public school principals	7%	10%	ns
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]			
– establishing curriculum	7%	6%	ns
– hiring new full-time teachers	*	9%	
– setting discipline policy	12%	14%	ns

Parent-School Partnerships

Percentage of public school principals who reported that the parent association in their school has influence[1] on the following decisions and policies (1991, 1994)



[1] On a 6-point scale from "no influence" to "a great deal of influence," defined as a response to the top two points.
[2] Data not reported due to small sample size.
ns Interpret with caution. Change was not statistically significant.

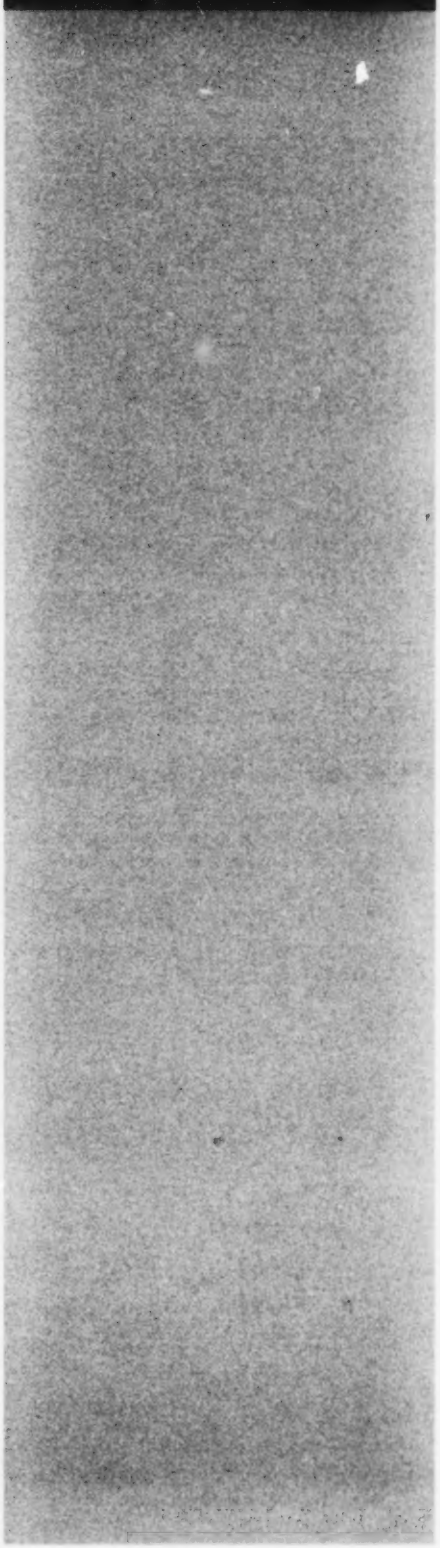
Source: National Center for Education Statistics and Westat, Inc., 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

AMERICAN SAMOA



Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	—	—
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	—	—
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	—	—
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	—	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	—	—
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	—	—
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	—	—
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	—	—
– Grade 8 (1990, 1992)	—	—
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	—	—
– Mathematics	—	—
– Science	—	—
– Foreign languages	—	—
– Civics and government	—	—
– Economics	—	—
– Fine arts	—	—
– History	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.

See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

AMERICAN SAMOA

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	—	—
– a teaching certificate in their main teaching assignment	—	—
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	—	—
– methods of teaching subject field	—	—
– in-depth study in subject field	—	—
– student assessment	—	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	—	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	—	—
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	—	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	—	—
– work with measuring instruments or geometric solids at least once a week	—	—

— Data not available
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

AMERICAN SAMOA

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– developing reasoning ability to solve unique problems	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class at least once a week	—	—
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	—	—
– minorities (Blacks, Hispanics, American Indians)	—	—
– females	—	—
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	—	—
b) voting	—	—
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	20%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	11%	—
– marijuana	6%	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	14%	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

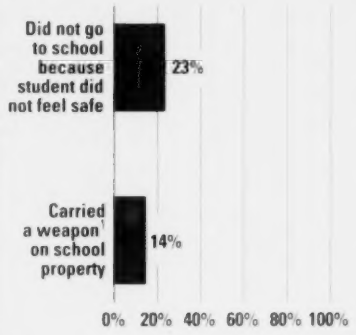
Measuring State Progress Toward the Goals and Objectives

AMERICAN SAMOA

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	14%	—
– cocaine	2%	—
b) Having five or more drinks in a row during the past 30 days	23%	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	14%	—
b) Did not go to school because student did not feel safe	23%	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	15%	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	39%	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	—	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	—	—
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	—	—
– public school principals	—	—
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	—	—
– hiring new full-time teachers	—	—
– setting discipline policy	—	—

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



[1] Such as a gun, knife, or club

Source: Centers for Disease Control and Prevention, 1994

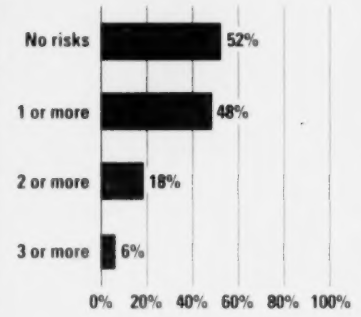
— Data not available
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

GUAM

Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	72	77
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	669	609
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	35%	48%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	—	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	—	—
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	—	—
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	6%	6%
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	5%	—
– Grade 8 (1990, 1992)	5%	7% ns
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	—	—
– Mathematics	—	—
– Science	—	—
– Foreign languages	—	—
– Civics and government	—	—
– Economics	—	—
– Fine arts	—	—
– History	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.

See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

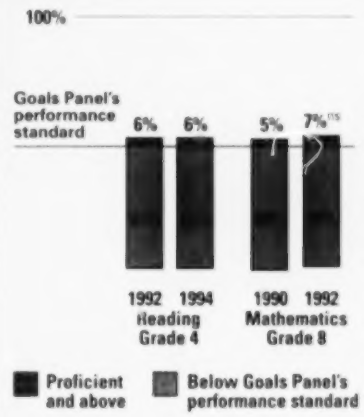
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	—	—
– a teaching certificate in their main teaching assignment	—	—
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	—	—
– methods of teaching subject field	—	—
– in-depth study in subject field	—	—
– student assessment	—	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	—	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	—	—
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	7%	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	33%	38%
– work with measuring instruments or geometric solids at least once a week (1992)	1%	—

GUAM

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)



[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

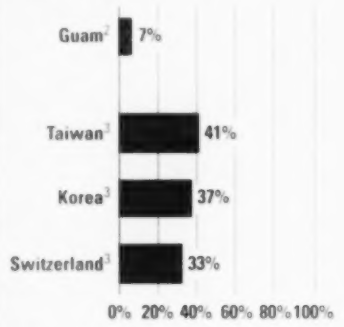
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

GUAM

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 1 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	37%	28%
– developing reasoning ability to solve unique problems	15%	37%
– communicating mathematics ideas	19%	43%
c) who have computers available in their mathematics classroom	13%	<1%
d) who use calculators in mathematics class at least once a week	22%	26%
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	26%	14%
– minorities (Blacks, Hispanics, American Indians)	0%	33%
– females	24%	17%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	—	—
b) voting	—	—
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	51%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

GUAM

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1990, 1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	—	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	—	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	—	—
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	—	—
– public school principals	—	—
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	—	—
– hiring new full-time teachers	—	—
– setting discipline policy	—	—

— Data not available
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

NORTHERN MARIANAS

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	—	—
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	—	—
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	—	—
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	—	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	—	—
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	—	—
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	—	—
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	—	—
– Grade 8 (1990, 1992)	—	—
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	—	—
– Mathematics	—	—
– Science	—	—
– Foreign languages	—	—
– Civics and government	—	—
– Economics	—	—
– Fine arts	—	—
– History	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.

See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

NORTHERN MARIANAS

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	—	—
– a teaching certificate in their main teaching assignment	—	—
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	—	—
– methods of teaching subject field	—	—
– in-depth study in subject field	—	—
– student assessment	—	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	—	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	—	—
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	—	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	—	—
– work with measuring instruments or geometric solids at least once a week	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

NORTHERN MARIANAS

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– developing reasoning ability to solve unique problems	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class at least once a week	—	—
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	—	—
– minorities (Blacks, Hispanics, American Indians)	—	—
– females	—	—
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	—	—
b) voting	—	—
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	69%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	—	—

— Data not available
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

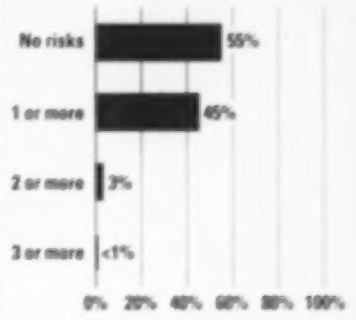
NORTHERN MARIANAS

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1990, 1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	—	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993):[26]	—	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994):[27]	—	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994):[28]	—	—
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	—	—
– public school principals	—	—
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	—	—
– hiring new full-time teachers	—	—
– setting discipline policy	—	—

— Data not available
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

PUERTO RICO

Children's Health Index
Percentage of infants born in the state with 1 or more health risks[1] (1992)



[1] Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	91	94
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	711	764
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	48%	45%
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	—	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	—	—
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	—	—
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	—	—
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	—	—
– Grade 8 (1990, 1992)	—	—
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	—	—
– Mathematics	—	—
– Science	—	—
– Foreign languages	—	—
– Civics and government	—	—
– Economics	—	—
– Fine arts	—	—
– History	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

256

Measuring State Progress Toward the Goals and Objectives

PUERTO RICO

	Baseline	Most Recent Update
GOAL 4: Teacher Education and Professional Development		
Direct Measure of the Goal: Teacher Education		
• Percentage of public secondary school teachers who held (1991, 1994):[11]		
– an undergraduate or graduate degree in their main teaching assignment	—	—
– a teaching certificate in their main teaching assignment	—	—
Direct Measure of the Goal: Professional Development		
• Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]		
– uses of educational technology	—	—
– methods of teaching subject field	—	—
– in-depth study in subject field	—	—
– student assessment	—	—
Direct Measure of the Objectives: Teaching Diverse Student Populations		
• Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13]	—	—
Direct Measure of the Objectives: Teacher Support		
• Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14]	—	—
GOAL 5: Mathematics and Science		
Direct Measure of the Goal: International Student Achievement Comparisons		
• Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]		
Taiwan=41% Korea=37% Switzerland=33%	—	—
Direct Measures of the Objectives: Strengthening Mathematics and Science Education		
• Percentage of public school 8th graders (1990, 1992):[16]		
a) whose teachers reported that they do these activities in mathematics class:		
– work in small groups at least once a week	—	—
– work with measuring instruments or geometric solids at least once a week	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

PUERTO RICO

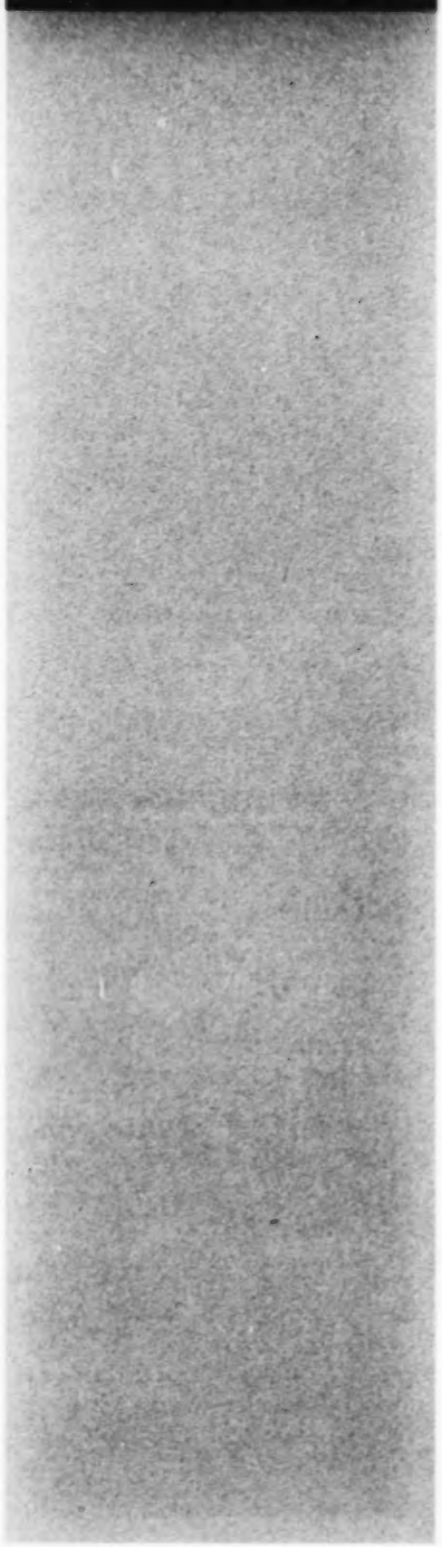
Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	—	—
– developing reasoning ability to solve unique problems	—	—
– communicating mathematics ideas	—	—
c) who have computers available in their mathematics classroom	—	—
d) who use calculators in mathematics class at least once a week	—	—
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	31%	31%
– minorities (Blacks, Hispanics, American Indians)	31%	30%
– females	29%	28%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	—	—
b) voting	—	—
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	88%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	—	—

— Data not available
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

PUERTO RICO



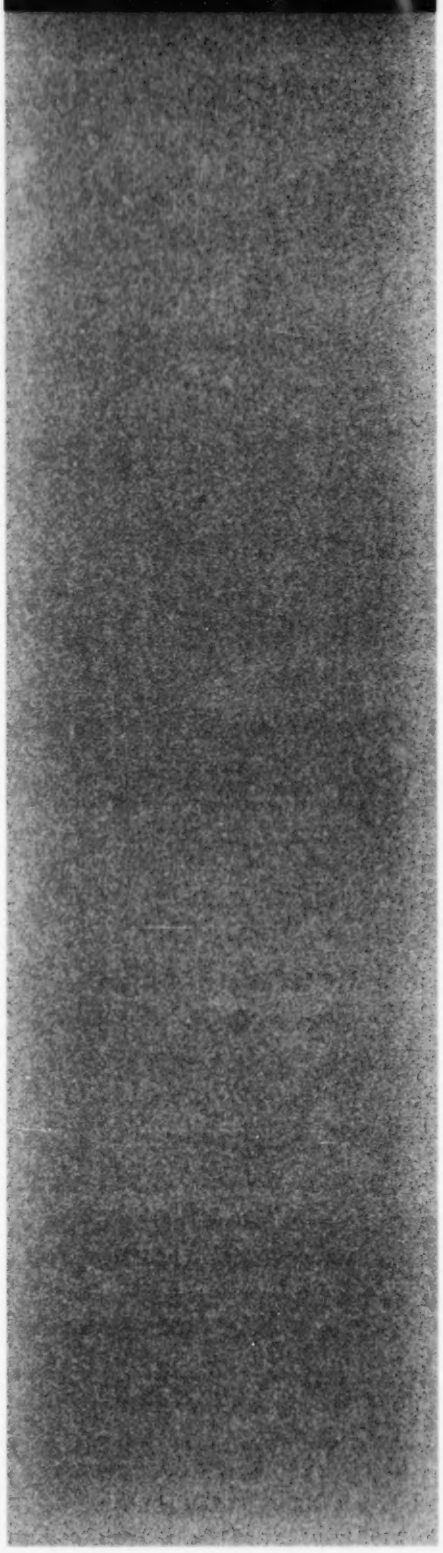
	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1991):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	4%	—
– cocaine	2%	—
b) Having five or more drinks in a row during the past 30 days	18%	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	—	—
b) Did not go to school because student did not feel safe	—	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	—	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	—	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	—	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	—	—
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	—	—
– public school principals	—	—
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	—	—
– hiring new full-time teachers	—	—
– setting discipline policy	—	—

— Data not available
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

VIRGIN ISLANDS



Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
GOAL 1: Ready to Learn		
Direct Measures of the Objectives: Children's Health and Nutrition		
• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992)[1]	93	89
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992)[2]	469	509
• Percentage of infants born in the state with one or more health risks (1990, 1992)[3]	—	—
• Percentage of 2-year-olds who have been fully immunized against preventable childhood diseases (1994)[4]	—	—
Direct Measure of the Objectives: Preschool Programs		
• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994)[5]	—	—
GOAL 2: School Completion		
Direct Measure of the Goal: School Completion		
• Percentage of all 18- to 24-year-olds who have a high school credential (1990, 1993)[6]	—	—
Direct Measure of the Objectives: School Dropouts		
• Percentage of students in Grades 9-12 who left school without completing a recognized secondary program (1992)[7]	—	—
GOAL 3: Student Achievement and Citizenship		
Direct Measures of the Goal: Student Achievement		
• Percentage of public school students who scored at the Proficient or Advanced level in reading, thus meeting the Goals Panel's performance standard:[8] ▲		
– Grade 4 (1992, 1994)	—	—
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard:[9]		
– Grade 4 (1992)	—	—
– Grade 8 (1990, 1992)	1%	1%
Direct Measure of the Goal: Advanced Placement Performance		
• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995):[10]		
– English	—	—
– Mathematics	—	—
– Science	—	—
– Foreign languages	—	—
– Civics and government	—	—
– Economics	—	—
– Fine arts	—	—
– History	—	—

— Data not available.
ns Interpret with caution. Change was not statistically significant.

* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.

See Appendix A for technical notes and sources.
▲ Interpret with caution. Data are undergoing revision. See Appendix A.

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update

GOAL 4: Teacher Education and Professional Development

Direct Measure of the Goal: Teacher Education

- Percentage of public secondary school teachers who held (1991, 1994):[11]
  - an undergraduate or graduate degree in their main teaching assignment — —
  - a teaching certificate in their main teaching assignment — —

Direct Measure of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):[12]
  - uses of educational technology — —
  - methods of teaching subject field — —
  - in-depth study in subject field — —
  - student assessment — —

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received training to teach limited English-proficient students (1994)[13] — —

Direct Measure of the Objectives: Teacher Support

- Percentage of public school teachers who reported that during their first year of teaching they participated in a formal teacher induction program to help beginning teachers by assigning them to a master or mentor teacher (1991, 1994)[14] — —

GOAL 5: Mathematics and Science

Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):[15]

  Taiwan=41% Korea=37% Switzerland=33% 1% —

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

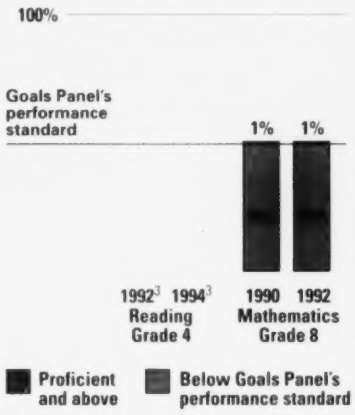
- Percentage of public school 8th graders (1990, 1992):[16]

  a) whose teachers reported that they do these activities in mathematics class:
  - work in small groups at least once a week 53% 29%
  - work with measuring instruments or geometric solids at least once a week (1992) <1% –

VIRGIN ISLANDS

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard[1] in reading[2] and mathematics (1990, 1992, 1994)



[1] A complete description of the performance standard can be found in Appendix A.
[2] Interpret with caution. Data are undergoing revision. See Appendix A.
[3] Data not available.
[ns] Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

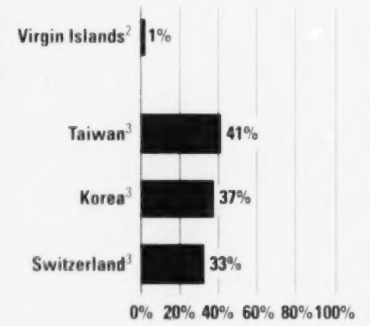
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.

See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

VIRGIN ISLANDS

International Comparisons in Mathematics

Percentage of students[1] who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



[1] A complete description of assessment participants can be found in Appendix A.
[2] Plus or minus 1 percentage points.
[3] Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Mathematics and Science (continued)		
b) whose mathematics teachers heavily emphasize:		
– Algebra and functions	47%	25%
– developing reasoning ability to solve unique problems	30%	58%
– communicating mathematics ideas	36%	60%
c) who have computers available in their mathematics classroom	1%	3%
d) who use calculators in mathematics class at least once a week	17%	39%
Direct Measure of the Objectives: Degrees in Mathematics and Science		
• Mathematics and science degrees as a percentage of all degrees awarded to (1991, 1993):[17]		
– all students	25%	20%
– minorities (Blacks, Hispanics, American Indians)	23%	20%
– females	23%	17%
GOAL 6: Adult Literacy and Lifelong Learning		
Direct Measure of the Goal: Adult Literacy		
• Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992)[18]	—	—
Direct Measure of the Goal: Citizenship		
• Percentage of all U.S. citizens (1988, 1992):[19]		
a) registered to vote	—	—
b) voting	—	—
Direct Measure of the Objectives: Postsecondary Enrollment		
• Percentage of high school graduates in the state who immediately enrolled in 2- or 4-year colleges in any state (1992)[20]	36%	—
GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools		
Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools		
At School		
• Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):[21]		
– alcohol	—	—
– marijuana	—	—
• Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993)[22]	27%	—

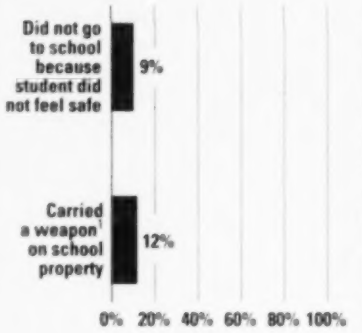
— Data not available
ns Interpret with caution. Change was not statistically significant
* Data not reported due to small sample size
See page 23 for a Guide to Reading the State Pages
See *1995 Goals Report* for additional information
See Appendix A for technical notes and sources

Measuring State Progress Toward the Goals and Objectives

	Baseline	Most Recent Update
Overall		
• Percentage of public high school students who reported (1993):[23]		
a) Using the following at least once during the past 30 days:		
– marijuana	—	—
– cocaine	—	—
b) Having five or more drinks in a row during the past 30 days	9%	—
Direct Measures of the Goal: Schools Free of Violence and Crime		
• Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):[24]		
a) Carried a weapon such as a gun, knife, or club on school property	12%	—
b) Did not go to school because student did not feel safe	9%	—
• Percentage of public high school students who reported that they were threatened or injured with a weapon such as a gun, knife, or club on school property during the past 12 months (1993):[25]	12%	—
• Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993)[26]	15%	—
• Percentage of public school teachers who reported that a student from their school threatened to injure them or physically attacked them in the past 12 months (1994)[27]	—	—
Direct Measure of the Goal: Disciplined Environments Conducive to Learning		
• Percentage of public secondary school teachers who reported that student behavior interferes with their teaching (1991, 1994)[28]	—	—
GOAL 8: Parental Participation		
Direct Measures of the Goal: Parent-School Partnerships		
• Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):[29]		
– public school teachers	—	—
– public school principals	—	—
• Percentage of public school principals who reported that the parent association in their school has influence on the following decisions and policies (1991, 1994):[30]		
– establishing curriculum	—	—
– hiring new full-time teachers	—	—
– setting discipline policy	—	—

VIRGIN ISLANDS

School Safety
Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



[1] Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

— Data not available.
ns Interpret with caution. Change was not statistically significant.
* Data not reported due to small sample size.
See page 23 for a Guide to Reading the State Pages.
See *1995 Goals Report* for additional information.
See Appendix A for technical notes and sources.

Appendices

2000

1995

Appendix A: Technical Notes and Sources

General Information

Accuracy of Data

The accuracy of any statistic is determined by the joint effects of "sampling" and "nonsampling" errors. Estimates based on a sample will differ somewhat from the figures that would have been obtained if a complete census had been taken using the same survey instruments, instructions, and procedures. In addition to such sampling errors, all surveys, both universe and sample, are subject to design, reporting, and processing errors and errors due to nonresponse. To the extent possible, these nonsampling errors are kept to a minimum by methods built into the survey procedures. In general, however, the effects of nonsampling errors are more difficult to gauge than those produced by sampling variability.

Sampling Errors

The samples used in surveys are selected from a large number of possible samples of the same size that could have been selected using the same sample design. Estimates derived from the different samples would differ from each other. The difference between a sample estimate and the average of all possible samples is called the sampling deviation. The standard or sampling error of a survey estimate is a measure of the variation among the estimates from all possible samples and, thus, is a measure of the precision with which an estimate from a particular sample approximates the average result of all possible samples.

The sample estimate and an estimate of its standard error permit us to construct interval estimates with prescribed confidence that the interval includes the average result of all possible samples. If all possible samples were selected under essentially the same conditions and an estimate and its estimated standard error were calculated from each sample, then: 1) approximately 2/3 of the intervals from one standard error below the estimate to one standard error above the estimate would include the average value of the possible samples; and 2) approximately 19/20 of the intervals from two standard errors above the estimate to two standard errors below the estimate would include the average value of all possible samples. We call an interval from two standard errors below the estimate to two standard errors above the estimate a 95 percent confidence interval.

Analysis of standard errors can help assess how valid a comparison between two estimates might be. The standard error of a difference between two independent sample estimates is equal to the square root of the sum of the squared standard errors of the estimates. The standard error (se) of the difference between independent sample estimates "a" and "b" is:

$$se_{a-b} = \sqrt{se_a^2 + se_b^2}$$

Nonsampling Errors

Universe and sample surveys are subject to nonsampling errors. Nonsampling errors may arise when respondents or interviewers interpret questions differently, when respondents must estimate values, or when coders, keyers, and other processors handle answers differently, when persons who should be included in the universe are not, or when persons fail to respond (completely or partially). Nonsampling errors usually, but not always, result in an understatement of total survey error and thus an overstatement of the precision of survey estimates. Since estimating the magnitude of nonsampling errors often would require special experiments or access to independent data, these magnitudes are seldom available.

Goal 1: Ready to Learn

[1] The numbers of cases reported as "not stated" were distributed among the reporting categories.

Source: U.S. Department of Health and Human Services, *Vital Statistics of the United States*, 1990 and 1992, Vol. 1, Natality (Washington, D.C.: National Center for Health Statistics, in press), calculations by Westat, Inc.

[2] Prenatal care refers to the first visit for health care services during pregnancy.

The numbers of cases reported as "not stated" were distributed among the reporting categories.

Source: U.S. Department of Health and Human Services, *Vital Statistics of the United States, 1990 and 1992, Vol. 1, Natality* (Washington, D.C.: National Center for Health Statistics, in press), calculations by Westat, Inc.

[3] The percentages of infants at risk are based on the number of births used to calculate the health index, not the actual number of births. The percentage of complete and usable birth records used to calculate the 1992 health index varied from a high of 99.78 to a low of 74.28. Four states (California, Indiana, New York, and South Dakota) did not collect information on all four risks in 1992; five states (California, Indiana, New York, Oklahoma, and South Dakota) did not collect information on all four risks in 1990.

Source: Nicholas Zill and Christine Winquist Nord of Westat, Inc., developed the concept of the Children's Health Index. Stephanie Ventura and Sally Clarke of the National Center for Health Statistics provided the special tabulations of the 1990 and 1992 birth certificate data needed to produce the index, July 1995.

[4] **Source:** Data from the 1994 National Immunization Survey, Centers for Disease Control and Prevention. *Morbidity and Mortality Weekly Report*, August 25, 1995, 620.

[5] The Individuals with Disabilities Education Act (IDEA) supports the improvement of services for very young children with disabilities through several programs, including the Program for Infants and Toddlers with Disabilities (Part H), the Preschool Grants Program (Section 619 of Part B), and the Early Education Program for Children with Disabilities (Section 623 of Part C). The Congressional mandate required states to have a mandate in place by school year 1991-92 that ensures a free appropriate education (FAPE) for all eligible 3- to 5-year-old children with disabilities.

Data are based on state information submitted to the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) on the number of children with disabilities served under IDEA, Part B and Chapter 1 (ESEA State-Operated Programs [SOP]) programs.

Sources: U.S. Department of Education, *Fourteenth Annual Report to Congress on the Implementation of The Individuals with Disabilities Education Act* (Washington, D.C.: Office of Special Education and Rehabilitative Services, 1992), calculations by Westat, Inc.

U.S. Department of Education, Office of Special Education Programs, Data Analysis System, unpublished tabulations prepared by Westat, Inc., October 1994.

Goal 2: School Completion

[6] The high school completion rates for 18- to 24-year-olds are computed as a percentage of the non-high school enrolled population at these ages who possess a high school credential (either a high school diploma or an alternative credential, such as a General Educational Development (GED) certificate, Individual Education Plan (IEP) credential, or certificate of attendance). Because of small sample sizes, the state-level completion data are calculated using three-year averages.

Source: Data from the 1989 through 1994 October Current Population Surveys, unpublished tabulations prepared by the National Center for Education Statistics and Management Planning Research Associates, Inc., August 1995.

[7] The 1991-92 school year was the first for which states reported school district level data on the numbers and types of dropouts in the Common Core of Data (CCD) Agency Universe Survey. The CCD defined a dropout as an individual who: (1) was enrolled in school at some time during the previous school year; (2) was not enrolled on October 1 of the current school year; (3) has not graduated from high school or completed a state- or district-approved educational program; and (4) does not meet any exclusionary conditions. For the 1991-92 school year, 14 states reported data that were considered to meet the CCD standards to allow publication of their dropout data.

Source: Lee M. Hoffman, *State Dropout Data Collection Practices: 1991-92 School Year* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1995).

Goal 3: Student Achievement and Citizenship

[8] National Assessment of Educational Progress (NAEP)

NAEP is a survey of the educational achievement of American students and changes in that achievement across time. Since 1969, NAEP has assessed the achievement of national samples of 9-, 13-, and 17-year-old students in public and private schools. In 1983, it expanded the samples so that grade-level results could be reported.

The assessments, conducted annually until the 1979-80 school year and biennially since then, have included periodic measures of student performance in reading, mathematics, science, writing, U.S. history, civics, geography, and other subject areas. NAEP also collects demographic, curricular, and instructional background information from students, teachers, and school administrators.

In 1988, Congress added a new dimension to NAEP by authorizing, on a trial basis, voluntary participation of public schools in state-level assessments.

National Assessment Governing Board (NAGB) Achievement Levels

The NAEP data shown under Goal 3 should be interpreted with caution. The Goals Panel's performance standard classifies student performance according to achievement levels devised by the National Assessment Governing Board. These achievement level data have been previously reported by the National Center for Education Statistics (NCES). Students with NAEP scores falling below the Goals Panel's performance standard have been classified as "Basic" or below; those above have been classified as "Proficient" or "Advanced."

The NAGB achievement levels represent a useful way of categorizing overall performance on the NAEP. They are also consistent with the Panel's efforts to report such performance against a high-criterion standard. However, both NAGB and the Commissioner of NCES regard the achievement levels as developmental; the reader of this Report is advised to interpret the achievement levels with caution.

NAGB has established standards for reporting the results of the National Assessment of Educational Progress. This effort has resulted in three achievement levels: basic, proficient, and advanced. The NAGB achievement levels are reasoned judgements of what students should know and be able to do. They are attempts to characterize overall student performance in particular subject matter. Readers should exercise caution, however, in making particular inferences about what students at each level actually know and can do. A NAEP assessment is a complex picture of student achievement and applying external standards for performance is a difficult task. Evaluation studies completed and under way have raised questions about the degree to which the standards in the NAGB achievement levels are actually reflected in an assessment and, hence, the degree to which inferences about actual performance can be made from these achievement levels. The Goals Panel acknowledges these limitations but believes that, used with caution, these levels convey important information about how American students are faring in reaching Goal 3.

Basic: *This level, below proficient, denotes partial mastery of knowledge and skills that are fundamental for proficient work at each grade — 4, 8, and 12.* For twelfth grade, this is higher than minimum competency skills (which are normally taught in elementary and junior high school) and covers significant elements of standard high-school-level work.

Proficient: *This central level represents solid academic performance for each grade tested — 4, 8, and 12.* It reflects a consensus that students reaching this level have demonstrated competency over challenging subject matter and are well prepared for the next level of schooling. At grade 12, the proficient level encompasses a body of subject-matter knowledge and analytical skills, of cultural literacy and insight, that all high school graduates should have for democratic citizenship, responsible adulthood, and productive work.

Advanced: *This higher level signifies superior performance beyond proficient grade-level mastery at grades 4, 8, and 12.* For twelfth grade, the advanced level shows readiness for rigorous college courses, advanced training, or employment requiring advanced academic achievement.

In 1992, 43 jurisdictions (states and territories) participated in the 4th grade reading assessments. In 1994, 44 jurisdictions participated in the voluntary program. However, two states, Idaho and Michigan,

did not meet the minimum school participation guidelines for public schools; therefore, their school results were not released. Also, Washington, D.C. withdrew from the Trial State Assessment after the data collection phase. It should also be noted that Montana, Nebraska, New Hampshire, Pennsylvania, Rhode Island, Tennessee, and Wisconsin did not satisfy one of the guidelines for school sample participation rates.

Reading achievement results for 1992 and 1994 should be interpreted with caution. Figures are based on data previously released by NCES, and data are undergoing revision. The revised data are being reported by NCES in the revised *1994 NAEP Reading: A First Look* and will be reported in the *1996 National Education Goals Report.*

Sources: Ina V.S. Mullis, Jay Campbell, and Alan J. Farstrup, *NAEP 1992 Reading Report Card for the Nation and the States: Data from the National and Trial State Assessments* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1993).

Paul Williams, Clyde Reese, Jay Campbell, John Mazzeo, and Gary Phillips, *1994 NAEP Reading: A First Look* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1995), 23.

[9] See technical notes regarding NAEP and NAGB under footnote 8.

Forty jurisdictions (states and territories) participated in the 1990 trial mathematics assessment and 44 jurisdictions participated in the 1992 state mathematics assessments of 4th and 8th graders.

Source: Ina V.S. Mullis, John A. Dossey, Eugene H. Owen, and Gary W. Phillips, *NAEP 1992 Mathematics Report Card for the Nation and the States: Data from the National and Trial State Assessments* (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1993), 9-10.

[10] The Advanced Placement program, sponsored by The College Board, provides a way for high schools to offer college-level coursework to students. At present, one or more course descriptions, examinations, and sets of curricular materials are available in art, biology, chemistry, computer science, economics, English, French, German, government and politics, history, Latin, mathematics, music, physics, and Spanish. Advanced Placement examinations, which are given in May, are graded on a five-point scale: 5 – extremely well qualified; 4 – well qualified; 3 – qualified; 2 – possibly qualified; and 1 – no recommendation. Grades of 3 and above generally are accepted for college credit and advanced placement at participating colleges and universities.

For this Report:

English includes English Language & Composition and English Literature & Composition; Science includes Biology, Chemistry, Physics B, Physics C — Mechanics, and Physics C — Electricity and Magnetism; Mathematics includes Calculus AB and Calculus BC; History includes U.S. History and European History; Foreign Language includes French Language, French Literature, Spanish Language, Spanish Literature, and German; Fine Arts includes Art History, Studio Art (Drawing and General), and Music Theory; Economics includes Macro-economics and Micro-economics; and Government includes U.S. Government and Politics and Comparative Government and Politics.

The number of Advanced Placement examinations graded 3 or above per 1,000 11th and 12th graders is presented in this Report. The number of 11th and 12th graders includes public and private students. The enrollment figures were arrived at by multiplying the public enrollment by a private-enrollment adjustment factor.

Source: The College Board, Advanced Placement Program, Results from the 1991 and 1995 Advanced Placement Examinations, unpublished tabulations, August 1991 and August 1995.

Goal 4: Teacher Education and Professional Development

[11] Only secondary school teachers whose main assignment was in mathematics, science, English, social studies, fine arts, foreign language, and special education were included in the analysis of whether a teacher had a degree in his/her main assignment.

The subject areas used for teacher's main assignment were defined using the following assignment categories:

Mathematics: mathematics
Science: biology/life science, chemistry, geology/earth science/space science, physics, and general and all other science

English: English/language arts and reading
Social studies: social studies/social science
Fine arts: art, dance, drama/theater, and music
Foreign language: French, German, Latin, Russian, Spanish, and other foreign language
Special education: general special education, emotionally disturbed, mentally retarded, speech/language impaired, deaf and hard-of-hearing, orthopedically impaired, severely handicapped, specific learning disabilities, and other special education

The subject areas used for teacher's degree were defined using the following training categories:

Mathematics: mathematics and mathematics education
Science: biology/life science, chemistry, geology/earth science/space science, physics, general and all other science, and science education
English: English, English education, and reading education
Social studies: social studies/social sciences education, economics, history, political science, psychology, public affairs and services, sociology, and other social sciences
Fine arts: art education, art (fine and applied), drama/theater, music, and music education
Foreign language: French, German, Latin, Russian, Spanish, other foreign language, and foreign language education
Special education: general special education, emotionally disturbed, mentally retarded, speech/language impaired, deaf and hard-of-hearing, orthopedically impaired, severely handicapped, specific learning disabilities, and other special education

A secondary teacher is one who, when asked for the grades taught, checked:

- "Ungraded" and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment other than prekindergarten, kindergarten, or general elementary; or
- 9th grade or higher, or 9th grade or higher and "ungraded"; or
- 7th and 8th grades only, and reported a primary assignment other than kindergarten, general elementary, or special education; or
- 7th and 8th grades only, and reported a primary assignment of special education and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, or 7th and 8th grades only, and was not categorized above as either elementary or secondary.

Certificate refers to any certificate including advanced professional, regular or standard, provisional, probationary, temporary, and emergency certificates. Few states require certification of private school teachers.

All secondary teachers, regardless of the subject of their main assignment, were included in the analysis of the percentage of teachers with a credential in their main assignment.

Source: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

[12] **Source:** U.S. Department of Education, National Center for Education Statistics, Public School Teacher Survey of the Schools and Staffing Survey, 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

[13] **Source:** *Ibid.*

[14] **Source:** U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

Goal 5: Mathematics and Science

[15] International comparisons have been drawn between countries participating in the 1991 International Assessment of Educational Progress (IAEP) and states participating in the 1992 NAEP. Representative samples of 9- and 13-year-old students were tested in mathematics in 20 countries. Those countries decided to adopt the 1990 NAEP objectives in mathematics as a blueprint for the construction of the IAEP mathematics assessment. Even with differences in the target population and timing, there was substantial overlap between the NAEP and the IAEP

By linking the IAEP scale to the NAEP scale it is possible to predict the percentages of 13-year-olds in each of the 20 countries that participated in the 1991 IAEP in mathematics who would have performed at or above each of the three achievement levels established by the NAGB for U.S. students. These predictions can then be compared with actual performance of U.S. eighth graders in public schools in the 1992 mathematics assessment with respect to these same criteria. For this Report, the highest scoring counties (Korea, Switzerland, and Taiwan) were selected for comparison to the United States. Mathematics data are presented only for the 42 states and territories that participated in the 1992 NAEP. See technical notes for Goal 3 regarding NAEP and NAGB under footnotes 8 and 9.

Source: Peter Pashley and Gary W. Phillips, *Toward World-Class Standards: A Research Study Linking International and National Assessments* (Princeton, N.J.: Educational Testing Service, June 1993), 25-30.

[16] **Source:** National Center for Education Statistics, *Data Compendium for the NAEP 1992 Mathematics Assessment of the Nation and the States* (Washington, D.C.: U.S. Department of Education, May 1993), 488, 501, 447-449, 452-459, 569, 555-556.

[17] Data include only U.S. citizens and resident aliens on permanent visas, and include institutions in U.S. Territories. Minorities are defined as Blacks, Hispanics, and American Indians/Alaskan Natives.

Mathematical sciences is the only field of study included in the mathematics category for this Report. Fields of study in the science category for this Report include: engineering; physical sciences; geosciences; computer science; life sciences (includes medical and agricultural sciences); social sciences; and science and engineering technologies (includes health technologies).

Source: Higher Education General Information Survey (HEGIS, 1977, 1979, 1981, and 1985) and the Integrated Postsecondary Education Data System (IPEDS 1987, 1989-92), which are conducted by the National Center for Education Statistics. The data were analyzed by Westat, Inc., using the National Science Foundation's CASPAR Database System, Version 4.4, August 1995.

Goal 6: Adult Literacy and Lifelong Learning

[18] The Department of Education and the Educational Testing Service (ETS) characterized the literacy of America's adults in terms of three "literacy scales" representing distinct and important aspects of literacy; prose, document, and quantitative literacy. Each of the literacy scales, which range from 0 to 500, are as follows:

Prose literacy – the knowledge and skills needed to understand and use information from texts that include editorials, news stories, poems, and fiction; for example, finding a piece of information in a newspaper article, interpreting instructions from a warranty, inferring a theme from a poem, or contrasting views expressed in an editorial.

Level 1 – Most of the tasks in this level require the reader to read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. If plausible but incorrect information is present in the text, it tends not to be located near the correct information.

Level 2 – Some tasks in this level require readers to locate a single piece of information in the text; however, several distractors or plausible but incorrect pieces of information may be present, or low-level inferences may be required. Other tasks require the reader to integrate two or more pieces of information or to compare and contrast easily identifiable information based on a criterion provided in the question or directive.

Level 3 – Tasks in this level tend to require readers to make literal or synonymous matches between the text and information given in the task, or to make matches that require low-level inferences. Other tasks ask readers to integrate information from dense or lengthy text that contains no organizational aids such as headings. Readers may also be asked to generate a response based on information that can be easily identified in the text. Distracting information is present, but is not located near the correct information.

Level 4 – These tasks require readers to perform multiple-feature matches and to integrate or synthesize information from complex or lengthy passages. More complex inferences are needed to perform successfully. Conditional information is frequently present in tasks at this level and must be taken into consideration by the reader.

Level 5 – Some tasks in this level require the reader to search for information in dense text which contains a number of plausible distractors. Others ask readers to make high-level inferences or use spe-

cialized background knowledge. Some tasks ask readers to contrast complex information.

Document literacy – the knowledge and skills required to locate and use information contained in materials that include job applications, payroll forms, transportation schedules, maps, tables, and graphs; for example, locating a particular intersection on a street map, using a schedule to choose the appropriate bus, or entering information on an application form.

Level 1 – Tasks in this level tend to require the reader either to locate a piece of information based on a literal match or to enter information from personal knowledge onto a document. Little, if any, distracting information is present.

Level 2 – Tasks in this level are more varied than those in Level 1. Some require the readers to match a single piece of information; however, several distractors may be present, or the match may require low-level inferences. Tasks in this level may also ask the reader to cycle through information in a document or to integrate information from various parts of a document.

Level 3 – Some tasks in this level require the reader to integrate multiple pieces of information from one or more documents. Others ask readers to cycle through rather complex tables or graphs which contain information that is irrelevant or inappropriate to the task.

Level 4 – Tasks in this level, like those at the previous levels, ask readers to perform multiple-feature matches, cycle through documents, and integrate information; however, they require a greater degree of inferencing. Many of these tasks require readers to provide numerous responses but do not designate how many responses are needed. Conditional information is also present in the document tasks at this level and must be taken into account by the reader.

Level 5 – Tasks in this level require the reader to search through complex displays that contain multiple distractors, to make high-level text-based inferences, and to use specialized knowledge.

Quantitative literacy – the knowledge and skills required to apply arithmetic operations, either alone or sequentially, using numbers embedded in printed materials; for example, balancing a checkbook, figuring out a tip, completing an order form, or determining the amount of interest from a loan advertisement.

Level 1 – Tasks in this level require readers to perform single, relatively simple arithmetic operations, such as addition. The numbers to be used are provided and the arithmetic operation to be performed is specified.

Level 2 – Tasks in this level typically require readers to perform a single operation using numbers that are either stated in the task or easily located in the material. The operation to be performed may be stated in the question or easily determined from the format of the material (for example, an order form).

Level 3 – In tasks in this level, two or more numbers are typically needed to solve the problem, and these must be found in the material. The operation(s) needed can be determined from the arithmetic relation terms used in the question or directive.

Level 4 – These tasks tend to require readers to perform two or more sequential operations or a single operation in which the quantities are found in different types of displays, or the operations must be inferred from semantic information given or drawn from prior knowledge.

Level 5 – These tasks require readers to perform multiple operations sequentially. They must disembed the features of the problem from text or rely on background knowledge to determine the quantities or operations needed.

Twelve states (California, Florida, Illinois, Indiana, Iowa, Louisiana, New Jersey, New York, Ohio, Pennsylvania, Texas, and Washington) participated in the 1992 State Adult Literacy Survey. The Oregon Progress Board conducted an independent study in 1990, which was validated by the Educational Testing Service. Adults aged 16-65 participated in the 1990 Oregon study; in other states which participated in 1992, the sample included adults aged 16 and older.

Sources: Educational Testing Service, unpublished tabulations from the 1992 State Adult Literacy Survey, August, 1993. The Oregon Progress Board conducted an independent study in 1990, which was validated by the Educational Testing Service.

[19] **Sources:** U.S. Department of Commerce, Bureau of the Census, Voting and Registration in the Election of November 1988, Current Population Reports, Series P-20, no. 440 (Washington, D.C.: U.S. Government Printing Office, 1989), and unpublished tabulations, calculations by Westat, Inc.

U.S. Department of Commerce, Bureau of the Census, Voting and Registration in the Election of November 1992, Current Population Reports, Series P-20, no. 466 (Washington, D.C.: U.S. Government Printing Office, 1993), and unpublished tabulations, calculations by Westat, Inc.

[20] National Center for Education Statistics, *Residence and Migration of First-Time Freshman Enrolled in Higher Education Institutions: Fall 1992*. (Washington, D.C.: U.S. Department of Education, 1995).

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

[21] The information from the Youth Risk Behavior Survey (YRBS) includes only states with weighted data. The wording in the survey questions changed between 1990 and 1991, which may account for any significant differences from 1990 to 1991 and from 1990 to 1993.

Source: Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1993* (Atlanta, GA: 1994).

[22] See technical note under footnote 21.

Source: *Ibid.*

[23] See technical note under footnote 21.

Sources: Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1990* (Atlanta, GA: 1991).

Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1991* (Atlanta, GA: 1992).

Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1993* (Atlanta, GA: 1994).

[24] See technical note under footnote 21.

Source: Centers for Disease Control and Prevention, *Current Tobacco, Alcohol, Marijuana, and Cocaine Use Among High School Students - United States, 1993* (Atlanta, GA: 1994).

[25] See technical note under footnote 21.

Source: *Ibid.*

[26] See technical note under footnote 21.

Source: *Ibid.*

[27] **Source:** U.S. Department of Education, National Center for Education Statistics, Public School Teacher Survey of the Schools and Staffing Survey, 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

[28] See technical note under footnote 11 for the definition of a secondary teacher.

Source: U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

Goal 8: Parental Participation

[29] **Sources:** U.S. Department of Education, National Center for Education Statistics, Public School Teacher Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

U.S. Department of Education, National Center for Education Statistics, Public School Principal Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

[30] **Source:** U.S. Department of Education, National Center for Education Statistics, Public School Principal Surveys of the Schools and Staffing Survey, 1990-91 and 1993-94, unpublished tabulations prepared by Westat Inc., August 1995.

Readers interested in further information from data sources presented in *Volume Two* of this Report can contact the sponsoring agencies, as follows:

Data Source	Sponsoring Agency	Contact
Advanced Placement Program	The College Board	Wade Curry (212) 713-8000
Children's Health Index	National Center for Health Statistics (NCHS)	Sally Clarke (301) 436-8500
National Adult Literacy Survey (NALS)	National Center for Education Statistics (NCES)	Andrew Kolstad (202) 219-1773
	Educational Testing Service (ETS)	Doug Rhodes (800) 551-1230
National Assessment of Educational Progress (NAEP)	NCES	Gary Phillips (202) 219-1761
Schools and Staffing Survey (SASS)	NCES	Daniel Kasprzyk (202) 219-1588
SASS Teacher Followup Survey	NCES	Sharon Bobbitt (202) 219-1461
Youth Risk Behavior Survey (YRBS)	Centers for Disease Control and Prevention	Laura Kann (404) 639-3311

Readers interested in further analyses from NCES data sources can contact the National Data Resource Center (NDRC) at the National Center for Education Statistics. NCES has established the NDRC to enable state education personnel, education researchers, and others to obtain special statistical tabulations and analyses of data sets maintained by NCES. Researchers and others can ask the Data Center to perform specific tabulations or analyses, or they can work on-site directly with confidential files upon signing a confidentiality pledge. This service currently is provided free of charge by NCES.

The Data Center has files available from the:

Common Core of Data (CCD),
Integrated Postsecondary Education Data System (IPEDS),
National Education Longitudinal Study (NELS:88),
National Household Education Survey (NHES),
National Postsecondary Student Aid Study (NPSAS),
National Study of Postsecondary Faculty, and
Schools and Staffing Survey (SASS).

In the future, the Data Center plans to add additional databases to its inventory.

To contact the National Data Resource Center, write or call:

Carl Schmitt
Elementary and Secondary Education Statistics Division
National Center for Education Statistics
555 New Jersey Ave, NW
Washington, DC 20208-5651
(202) 219-1642

Appendix B: Acknowledgements

The National Education Goals Panel and staff gratefully acknowledge the contributions of many thoughtful and knowledgeable people to the development of the 1995 *National Education Goals Report*. Some served on the Panel's Working Group as staff to Goals Panel members or on advisory groups convened to recommend indicators or to identify strategies to fill in data gaps at the national and state levels. Others were invaluable consultants offering their expertise on data acquisition and analysis or report production. We extend a special thanks to William Christopher, representative of the 1994-95 Chair of the Panel, Governor Evan Bayh of Indiana, for his contributions. We remain appreciative of the good counsel and support we received from all.

REPORT PRODUCTION

Justin Boesel, Westat, Inc.
Beth Glaspie, Editorial Experts, Inc.
Babette Gutmann, Westat, Inc.
Allison Henderson, Westat, Inc.
Kelli Hill, ImpactDesign, Inc.
Scott Miller, Editorial Experts, Inc.
Jim Page, ImpactDesign, Inc.
Ann Webber, Westat, Inc.

REPORTING COMMITTEE

Patricia Brown, National Governors' Association
Kim Burdick, Delaware State Legislature, Office of State Senator Connor
William Christopher, Office of the Governor of Indiana
Lori Gremel, Office of the Governor of Michigan
Mary Rollefson, U.S. Department of Education, National Center for Education Statistics
Emily Wurtz, U.S. Senate, Office of Senator Bingaman

WORKING GROUP

Governors' Representatives

Debra Bryant, Office of the Governor of North Carolina
James Carper, Office of the Governor of South Carolina
William Christopher, Office of the Governor of Indiana
Julie Davis, Office of the Governor of Mississippi
Jeanne Forrester, Office of the Governor of Mississippi
Lori Gremel, Office of the Governor of Michigan
Thomas Houlihan, Office of the Governor of North Carolina
Leo Klagholz, New Jersey State Department of Education
Kelly Lineweaver, Office of the Governor of South Carolina
Thomas Phillips, Office of the Governor of Mississippi
William Porter, Office of the Governor of Colorado
Ruth Ravitz, Office of the Governor of Connecticut
Linda Wilson, Office of the Governor of New Jersey

Administration Representatives

Mary Cassell, Office of Management and Budget
John Christensen, U.S. Department of Education, Office of Educational Research and Improvement
Jennifer Davis, U.S. Department of Education, Office of the Secretary
Catherine Jovicich, U.S. Department of Education, Office of the Secretary
Gaynor McCown, The White House, Office of Domestic Policy
Maggie McNeely, U.S. Department of Education, Office of Educational Research and Improvement
Mary Rollefson, U.S. Department of Education, National Center for Education Statistics
Kimberly Ross, The White House, Office of Domestic Policy

Congressional Representatives

Sara Davis, U.S. House of Representatives, Office of Representative Kildee
Alyssa Hamilton, U.S. Senate, Office of Senator Gregg
Vic Klatt, U.S. House of Representatives, Office of Representative Goodling
Hans Meeder, U.S. House of Representatives, Office of Representative Goodling
Marjorie Steinberg, U.S. Senate, Office of Senator Bingaman
Emily Wurtz, U.S. Senate, Office of Senator Bingaman

State Legislators' Representatives

Kim Burdick, Delaware State Legislature, Office of State Senator Connor
Lorissa Jackson, Wisconsin State Legislature, Office of State Representative Coggs
Jana Jones, Idaho State Legislature, Office of State Representative Jones
James Watts, North Carolina State Legislature, Office of State Representative Barnes

Other Working Group Contributors

Aaron Bell, National Conference of State Legislatures
Patricia Brown, National Governors' Association
Paul Goren, National Governors' Association
Elizabeth McLaughlin-Krile, National Conference of State Legislatures
Patty Sullivan, National Governors' Association

DATA ACQUISITION

Susan Ahmed, U.S. Department of Education
Nabeel Alsalam, U.S. Department of Education
Samuel Barbett, U.S. Department of Education
Stephen Berglie, Westat, Inc.
Sharon Bobbitt, U.S. Department of Education
Justin Boesel, Westat, Inc.
Michael Brick, Westat, Inc.
Susan Broyles, U.S. Department of Education
Joyce Buchanon, University of Michigan
Peggy Carr, U.S. Department of Education
Dennis Carroll, U.S. Department of Education
Kathryn Chandler, U.S. Department of Education
Jen-Chin Chen, Abt Associates, Inc.
Sally Clarke, U.S. Department of Health and Human Services
Mary Collins, Westat, Inc.
Wade Curry, The College Board
Margaret Daly, Westat, Inc.
Aurora D'Amico, U.S. Department of Education
Adriana de Kanter, U.S. Department of Education
Emerson Elliott, U.S. Department of Education
David Freund, Education Testing Service
Arnold Goldstein, U.S. Department of Education
Steven Gorman, U.S. Department of Education
Jeanne Griffith, U.S. Department of Education
Babette Gutmann, Westat, Inc.
Daphne Hardcastle, U.S. Department of Education
Camilla Heid, Westat, Inc.
Allison Henderson, Westat, Inc.
Mary Hess, Abt Associates, Inc.
Lee Hoffman, U.S. Department of Education
Lloyd Johnston, University of Michigan
Nancy Karweit, Abt Associates, Inc.
Phillip Kaufman, Management Planning Research Associates, Inc.
Kwang Kim, Westat, Inc.
Roslyn Korb, U.S. Department of Education
John Loft, Abt Associates, Inc.
Laura Loomis, Westat, Inc.
Ginger Maggio, University of Michigan
Suellen Mauchamer, U.S. Department of Education
Marilyn McMillen, U.S. Department of Education
Alan Moorhead, U.S. Department of Education
Frank Morgan, U.S. Department of Education
Mary Naiefeh, U.S. Department of Education
Christine Winquist Nord, Westat, Inc.
Laurence Ogle, U.S. Department of Education
Patrick O'Malley, University of Michigan
Gary Phillips, U.S. Department of Education
Douglas Rhodes, Educational Testing Service
Paul Planchon, U.S. Department of Education
Anne Ricciuti, Abt Associates, Inc.
Mary Rollefson, U.S. Department of Education
Elois Scott, U.S. Department of Education
Thomas M. Smith, U.S. Department of Education
Peter Stowe, U.S. Department of Education
William Thompson, Abt Associates, Inc.
Maureen Treacy, U.S. Department of Education
Stephanie Ventura, U.S. Department of Health and Human Services
Ann Webber, Westat, Inc.
Walter G. West, U.S. Department of Education
Sheida White, U.S. Department of Education
Sharon Xu, Pinkerton Computer Consultants, Inc.
Jeffrey Yeamans, Westat, Inc.
Elizabeth Zell, Centers for Disease Control and Prevention
Feng Zhou, Westat, Inc.
Nicholas Zill, Westat, Inc.

The Goals Panel also wishes to thank the following individuals who continue to serve as advisors to the Panel on a wide variety of educational policy, practice, and research issues, including data collection and analysis, measurement and assessment, standards-setting, basic and applied research, and promising and effective practices. Two new Resource Groups were convened this year to recommend indicators for Goal 4: Teacher Education and Professional Development, and Goal 8: Parental Participation, so that national and state progress toward these new Goals could be measured in this year's Report.

RESOURCE AND TECHNICAL PLANNING GROUPS

GOAL 1: READY TO LEARN

Goal 1 Ready School Resource Group

Leaders: Asa Hilliard, Georgia State University
Sharon Lynn Kagan, Yale University

Members:
Barbara Bowman, Erikson Institute
Cynthia Brown, Council of Chief State School Officers
Fred Brown, Boyertown Elementary School
Linda Espinosa, University of Missouri
Donna Foglia, Norwood Creek School
Peter Gerber, MacArthur Foundation
Sarah Greene, National Head Start Association
Judith Heumann, U.S. Department of Education
Mogens Jensen, National Center for Mediated Learning
Lilian Katz, ERIC Clearinghouse for Elementary and Early Childhood Education
Michael Levine, Carnegie Corporation of New York
Evelyn Moore, National Black Child Development Institute
Tom Schultz, National Association of State Boards of Education
Barbara Sizemore, DePaul University
Robert Slavin, Johns Hopkins University

Goal 1 Assessments Resource Group

Leaders: Sharon Lynn Kagan, Yale University
Lorrie Shepard, University of Colorado

Members:
Edward Chittenden, Educational Testing Service
M. Elizabeth Graue, University of Wisconsin
Kenji Hakuta, Stanford University
Luis Laosa, Educational Testing Service
Anne Marie Palincsar, University of Michigan
Valora Washington, The Kellogg Foundation
Nicholas Zill, Westat, Inc.

Technical Planning Group on Readiness for School

Leader: Sharon Lynn Kagan, Yale University

Members:
Sue Bredekamp, National Association for the Education of Young Children
M. Elizabeth Graue, University of Wisconsin
Luis Laosa, Educational Testing Service
Samuel Meisels, University of Michigan
Evelyn Moore, National Black Child Development Institute
Lucile Newman, Brown University
Lorrie Shepard, University of Colorado
Valora Washington, The Kellogg Foundation
Nicholas Zill, Westat, Inc.

GOAL 2: SCHOOL COMPLETION

Resource Group Convener: Rafael Valdivieso, Academy for Educational Development, Inc.

Members:
Janet Baldwin, General Education Development Testing Service
Jose Cardenas, The Intercultural Development Research Association
Barbara Clements, Council of Chief State School Officers
Edmond Gordon, City College of New York
Noreen Lopez, Illinois State Board of Education
Pamela Keating, University of Washington
Steven Neilson, Milliman and Robertson, Inc.
Bill Padia, California Department of Education
Aaron Pallas, Michigan State University
Richard Wallace, University of Pittsburgh

Technical Planning Subgroup on Core Data Elements

Leader: Barbara Clements, Council of Chief State School Officers

Members:
Linda Baker, Maryland State Department of Education
Paul Barton, Educational Testing Service
Matthew Cohen, Ohio Department of Education
Dennis Jones, National Center for Higher Education Management Systems
Glynn Ligon, Evaluation Software Publication

John Porter, Urban Education Alliance, Inc.
Ramsay Selden, Council of Chief State School Officers
Nicholas Zill, Westat, Inc.

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Resource Group Convener: Lauren Resnick, University of Pittsburgh

Members:
Gordon Ambach, Council of Chief State School Officers
Chester Finn, Jr., Hudson Institute
Asa Hilliard, Georgia State University
David Hornbeck, Philadelphia Public Schools
Richard Mills, Vermont Department of Education
Claire Pelton, San Jose Unified School District

Goals 3/5 NAEP Technical Advisory Subgroup

Leader: Ramsay Selden, Council of Chief State School Officers

Members:
Eva Baker, University of California, Los Angeles
Dorothy Gilford, National Academy of Sciences
Robert Glaser, University of Pittsburgh
Steven Leinwand, Connecticut State Department of Education
Robert Linn, University of Colorado
Michael Nettles, University of Michigan
Senta Raizen, National Center for Improving Science Education
William Schmidt, Michigan State University
Elizabeth Stage, National Research Council
Uri Treisman, University of Texas, Austin
James Wilsford, Jim Wilsford Associates, Inc.

GOAL 4: TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

Resource Group Convener: David Imig, American Association of Colleges for Teacher Education

Members:
Marsha Berger, American Federation of Teachers
Gene Carter, Association for Supervision and Curriculum Development
Linda Darling-Hammond, Teachers College, Columbia University
Launa Ellison, Clara Barton School, Minneapolis, Minnesota
Earlene Gillan-Smith, Delaware State Education Association
Howard Jensen, Pioneer High School, Cupertino, California
James Kelly, National Board for Professional Teaching Standards
Judith Lanier, Michigan State University
Marion Payne, Mount View Middle School, Marriottsville, Maryland
Stan Paz, El Paso School District, Texas
Judith Renyi, National Foundation for the Improvement of Education
Ted Sanders, Ohio Department of Education
Claudette Scott, Hickman Mills Consolidated School District #1, Kansas City, Missouri
Marilyn Scannel, Indiana Professional Standards Board
Mary Strandburg, Eagleton School, Denver, Colorado
Arthur Wise, National Council for the Accreditation of Teacher Education
Wayne Worner, Virginia Tech

Advisors for Resource Group on Teacher Education and Professional Development:
Sharon Bobbitt, U.S. Department of Education
Patricia Brown, National Governors' Association
Terry Dozier, U.S. Department of Education
Jean Miller, Council of Chief State School Officers
Mary Rollefson, U.S. Department of Education
Joe Vaughan, U.S. Department of Education

GOAL 5: MATHEMATICS AND SCIENCE

Resource Group Convener: Alvin Trivelpiece, Oak Ridge National Laboratory

Members:
Iris Carl, National Council of Teachers of Mathematics
Steven Leinwand, Connecticut State Department of Education
Michael Nettles, University of Michigan
Alba Ortiz, University of Texas, Austin
Senta Raizen, National Center for Improving Science Education
Ramsay Selden, Council of Chief State School Officers

Goals 3/5 Standards Review Technical Planning Subgroup

Leader: Shirley Malcom, American Association for the Advancement of Science

Members:
Iris Carl, National Council of Teachers of Mathematics
Thomas Crawford, U.S. Olympic Committee

Mihaly Csikszentmihalyi, University of Chicago
Phillip Daro, University of California
Chester Finn, Jr., Hudson Institute
Anne Heald, University of Maryland
David Hornbeck, Philadelphia Public Schools
David Kearns, Xerox Corporation
Richard Mills, Vermont Department of Education
Harold Noah, Teachers College, Columbia University
Claire Pelton, San Jose Unified School District
James Renier, Honeywell Corporation
Sidney Smith, Coalition of Essential Schools/Atlas
James Wilsford, Jim Wilsford Associates, Inc.

Goals 3/5 Higher Education Advisory Group on Standards

Leader: Michael Timpane, Teachers College, Columbia University

Members:
Bob Albright, Educational Testing Service
Michael Behnke, Massachusetts Institute of Technology
Kenneth Boutte, Xavier University
David Conley, University of Oregon
Jon Fuller, National Association of Independent Colleges and Universities
Claire Gaudiani, Connecticut College
Terry Hartle, American Council of Education
Doris Helms, Clemson University
Bob McCabe, Miami-Dade Community College
Arturo Pacheco, University of Texas-El Paso
Paul Ruiz, American Association of Higher Education
Donald Stewart, The College Board
Arthur Wise, National Council for the Accreditation of Teacher Education

GOAL 6: ADULT LITERACY AND LIFELONG LEARNING

Resource Group Convener: Mark Musick, Southern Regional Education Board

Members:
Paul Barton, Educational Testing Service
Forest Chisman, Southport Institute for Policy Analysis
Peter Ewell, National Center for Higher Education Management Systems
Joy McLarty, American College Testing
William Spring, Federal Reserve Bank of Boston
Thomas Sticht, Applied, Behavioral, and Cognitive Sciences, Inc.
Marc Tucker, National Center on Education and the Economy

GOAL 7: SAFE, DISCIPLINED, AND ALCOHOL- AND DRUG-FREE SCHOOLS

Resource Group Convener: John Porter, Urban Education Alliance

Members:
C. Leonard Anderson, Portland Public Schools
Michael Guerra, National Catholic Education Association
J. David Hawkins, Social Development Research Group
Fred Hechinger, Carnegie Corporation of New York
Barbara Huff, Federation of Families for Children's Mental Health
Lloyd Johnston, University of Michigan
Ronda Talley, American Psychological Association

Advisors for Resource Group on Safe, Disciplined, and Alcohol- and Drug-free Schools:
Janet Collins, Centers for Disease Control and Prevention
Vincent Giordano, New York City Public Schools
Oliver Moles, U.S. Department of Education
Ed Zubrow, Independent Consultant

Task Force on Disciplined Environments Conducive to Learning

Leader: Ronda Talley, American Psychological Association

Members:
C. Leonard Anderson, Portland Public Schools
Michael Guerra, National Catholic Education Association
J. David Hawkins, Social Development Research Group
Fred Hechinger, Carnegie Corporation of New York
Barbara Huff, Federation of Families for Children's Mental Health

Advisors for Task Force on Disciplined Environments Conducive to Learning:
Oliver Moles, U.S. Department of Education
Ed Zubrow, Independent Consultant

GOAL 8: PARENTAL PARTICIPATION

Resource Group Convener: Joyce Epstein, Johns Hopkins University

Members:
Marilyn Aklin, National Coalition of Title 1/Chapter 1 Parents
Ja Net´ Crouse, National PTA

Jacquelynne Eccles, University of Michigan
Jane Grinde, Wisconsin Department of Public Instruction
Anne Henderson, National Coalition for Parent Involvement in Education
Thomas Hoffer, National Opinion Research Corporation
Adrian Lewis, National Urban League
Douglas Powell, Purdue University
Jeana Preston, San Diego City Schools
Diane Scott-Jones, Temple University
Ralph Smith, The Annie E. Casey Foundation
Layla Suleiman, Family Resource Coalition
Sherry West, Prevention Partnership (National Head Start Association)

Advisors for Resource Group on Parental Participation:
Kathryn Chandler, U.S. Department of Education
Adriana de Kanter, U.S. Department of Education
Oliver Moles, U.S. Department of Education

DATA AND REPORTING TASK FORCE

Leader: Rolf Blank, Council of Chief State School Officers

Members:
Paul Barton, Educational Testing Service
Matthew Cohen, Ohio Department of Education
Mark Musick, Southern Regional Education Board
Cecilia Ottinger, Council of Great City Schools
Thomas Soltys, Delaware State Department of Public Instruction
Nicholas Zill, Westat, Inc.

Task Force Advisors:
Patricia Brown, National Governors' Association
Karen Greene, U.S. Department of Labor
Jeanne Griffith, U.S. Department of Education
Mary Rollefson, U.S. Department of Education

TASK FORCE ON EDUCATION NETWORK TECHNOLOGY

Leader: Robert Palaich, Education Commission of the States

Members:
Laura Breeden, U.S. Department of Commerce
John Clement, National Science Foundation
Jan Hawkins, Bank Street College of Education
Robert Kansky, National Academy of Sciences
Pamela Keating, University of Washington
Glenn Kessler, Fairfax County Public Schools, Virginia
Mark Musick, Southern Regional Education Board
Bill Padia, California Department of Education
Nora Sabelli, National Science Foundation
Rafael Valdivieso, Academy for Educational Development, Inc.

Task Force Advisors:
Steven Gould, Congressional Research Service
Gerald Malitz, U.S. Department of Education
Linda Roberts, U.S. Department of Education

National Education Goals Panel Staff

Ken Nelson
Executive Director

PROGRAM STAFF

Jennifer L. Ballen
Education Associate

John W. Barth
Senior Education Associate

Amy Friedlander
Deputy Director

Leslie A. Lawrence
Education Associate

William C. Noxon
Public Information Officer

Cynthia D. Prince
Associate Director for Analysis and Reporting

Santee C. Ruffin, Jr.
Senior Education Associate

ADMINISTRATIVE STAFF

Tia M. Cosey
Receptionist and Office Automation Assistant

Cynthia M. Dixon
Program Assistant

Susan M. Steeger
Management Analyst

Charles J. Walter
Executive Officer

with assistance from

Ann Lasken
Hyong Yi

ISBN 0-16-048365-4

281

1995 National Education Goals Report
QUESTIONNAIRE

The National Education Goals Panel values your feedback on the documents which comprise the *1995 Goals Report* — the *Core Report*, the *National Data Volume*, and the *State Data Volume*. Please take a few moments to fill out and return this questionnaire so that we can continue to improve future reports. Mail or FAX to:

National Education Goals Panel
1255 22nd Street, NW, Suite 502, Washington, DC 20037
PHONE (202) 632-0952
FAX (202) 632-0957

Name: _____

Organization: _____

Address: _____

Phone: _____ **Fax:** _____

Please Circle As Many As Apply:
Student / Parent / Educator / Business or Community Leader /
Federal, State, or Local Policymaker / Concerned Citizen

1. For what purpose do you use this report?

2. How well has the report served that purpose?

___ Very Well ___ Well ___ Poorly ___ Very Poorly

3. How do you rate the usefulness of the following parts of each of the documents?
(1 = not very useful and 5 = very useful)

1995 Core Report

- Introduction

1 2 3 4 5 N/A

- National exhibits

1 2 3 4 5 N/A

- State data tables

1 2 3 4 5 N/A

- Information and examples on how family-school partnerships can accelerate progress toward the Goals

1 2 3 4 5 N/A

- Contact list

1 2 3 4 5 N/A

1995 National Data Volume

- Introduction

1 2 3 4 5 N/A

- National exhibits

1 2 3 4 5 N/A

1995 State Data Volume

- Introduction

1	2	3	4	5	N/A

- State data tables

1	2	3	4	5	N/A

4. How can the Panel make the information more useful to you or your organization?

5. The Introduction describes a variety of Goals Panel resources to assist education reform initiatives at the state and community level. Please check if you would like to obtain or receive more information on any of the following:

Inventory of academic standards-related activities ____

The Community Action Toolkit ____

GOAL LINE ____

CD-ROM with Goals Report ____

The Daily Report Card ____

Goals Panel Publication List ____

Other _____

The National Education Goals Panel thanks you for your interest.

Place
First Class
Postage Here
or Fax to:
(202) 632-0957

National Education Goals Panel
1255 22nd Street, NW, Suite 502
Washington, DC 20037

NATIONAL EDUCATION GOALS PANEL

Tape here

NATIONAL EDUCATION GOALS PANEL
1255 22ND STREET, NW, SUITE 502
WASHINGTON, DC 20037
(202) 632-0952

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

NOTICE

REPRODUCTION BASIS

☐ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").